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ABSTRACT

These guides focus on reading fluency and reading comprehension. Part I focuses on the instructional techniques called Partner Reading because of its strong empirical base across readers who fail to acquire reading fluency for any number of reasons. Part II focuses on reading comprehension, which is one of several essential skills that enable secondary students to learn to read successfully. A video accompanies Parts I and II. Each part consists of four sections. Section 1, an introduction, defines the purpose of the guide and outlines six goals. Section 2, Professional Development, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3, Overheads, contains transparencies with key points and activities to accompany the speaker's notes. Section 4, Handouts, includes "Workshop Notes" for participants to take notes from the presentation, "Activity Handouts" for group activities, "Informational Handouts" that contain detailed information to assist with the implementation of Partner Reading, and "Vignettes," which provide examples of actual classroom implementation. Each part contains numerous references. (SC)

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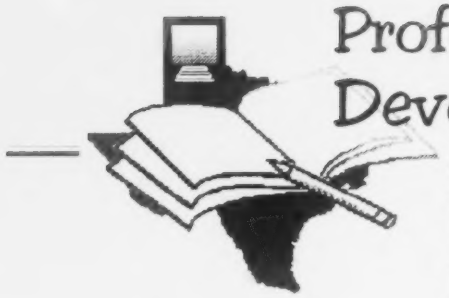

Professional Development Guide

Enhancing Reading Fluency for Secondary Students - Part I

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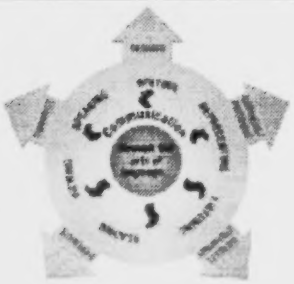

Professional Development Guide

Enhancing Reading Fluency for Secondary Students - Part I

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1. Introduction

What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

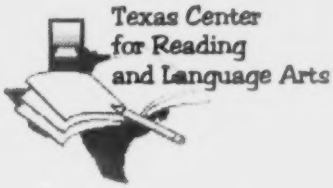
Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.



Literacy Labs
Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools that assist with the development of materials, curriculum guides, and product development.

Introduction

The content of this guide focuses on reading fluency, which is one of several essential skills that enable students to learn to read successfully. There are many instructional techniques that have been proven effective in promoting reading fluency with struggling readers; we chose to focus on the technique called Partner Reading because of its strong empirical base across readers who fail to acquire reading fluency for any number of reasons (e.g. reading diability, lack of exposure to oral reading practice, limited language proficience).

Organization & Content of the Guide

The guide contains four sections of materials and a video for presenters to teach the Partner Reading technique. Section 2 (*Professional Development)*, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 *(Overheads)*, contains transparencies containing key points and activities to accompany your speaker's notes; Section 4 (*Handouts)* includes "Workshop Notes" for participants to take notes of the presentation, "Activity Handouts" for group activities, "Informational Handouts" that contain detailed information to assist with the implementation of Partner Reading, and "Vignettes" which provide examples of actual classroom implementation. Section 5 (*Appendices)* provides a list of references and further readings on Partner Reading and, lastly, the video "Enhancing Reading Fluency and Comprehension for Secondary Students–Part I & II: Partner Reading" to provide an overview of reading fluency and demonstrate the Partner Reading technique.

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2. Professional Development

Preparing for the Workshop

This workshop is designed to prepare secondary teachers with special emphasis at the middle grades to implement Partner Reading with their students to promote reading fluency. This workshop is also appropriate for reading and language arts coordinators, curriculum directors, and principals who work at the middle school level.

Materials

- Prepare audio recordings of a fluent reader and a struggling reader (include oral reading samples of both narrative and expository text to illustrate differences in the types of text, as well as differences in reading fluency ability).
- Distribute a set of handouts (Section 4) to each participant at the beginning of the workshop.
- Put together a sample reading folder that contains error correction procedures and comprehension questions, a reinforcement chart, and a graph (refer to handouts for examples).

Note: The graph in the handouts is only an example. Teachers will have to construct graphs with fluency scores based on the reading fluency abilities of their students, as well as the days in which Partner Reading will be used in their classrooms.

Equipment

- Overhead projector/marker
- Pencils
- VCR and monitor
- Tape recorder

Room Arrangement

- The workshop is presented in lecture and small group format; therefore participants must be able to view the screen and TV/VCR. During some activities, participants will need to sit in small groups.

What the Audience should bring:

- Ask participants to bring a list of their students and a list of materials that can be used for oral reading practice. Preferably, teachers should bring expository reading materialsthat are typically used in class or are found in the school's library.

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Introduction

- Use Overhead #1 to introduce the Partner Reading workshop, as participants walk in.

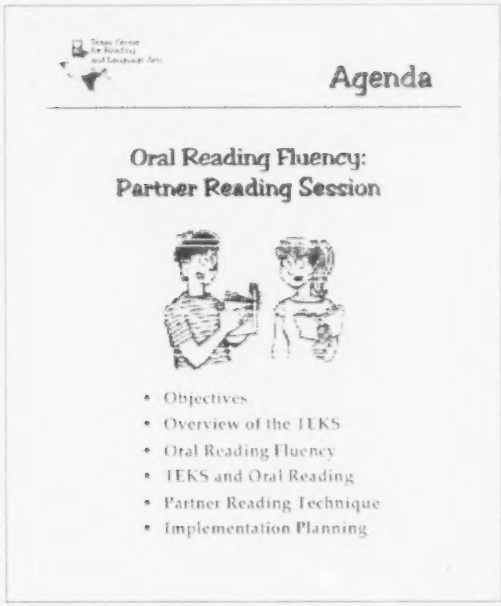
Overhead #1

Enhancing Reading Fluency for
Secondary Students - Part I
Partner Reading Technique
Texas Center for Reading and Language Arts
University of Texas, College of Education
Texas Education Agency • Region XIII Education Service Center

Agenda

- Use Overhead #2 to provide an organized glance of the workshop.

Overhead #2



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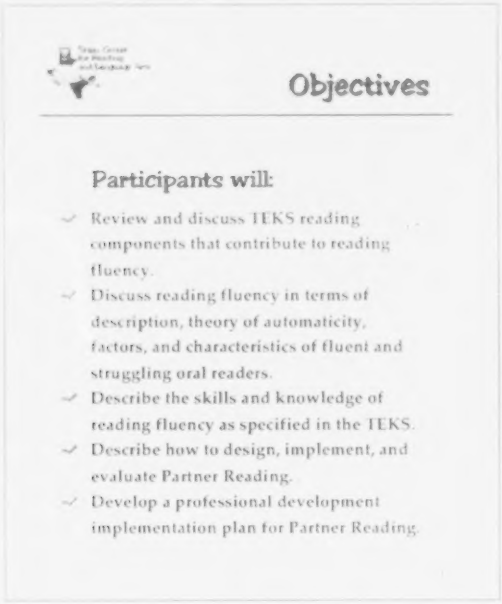
Overhead #3

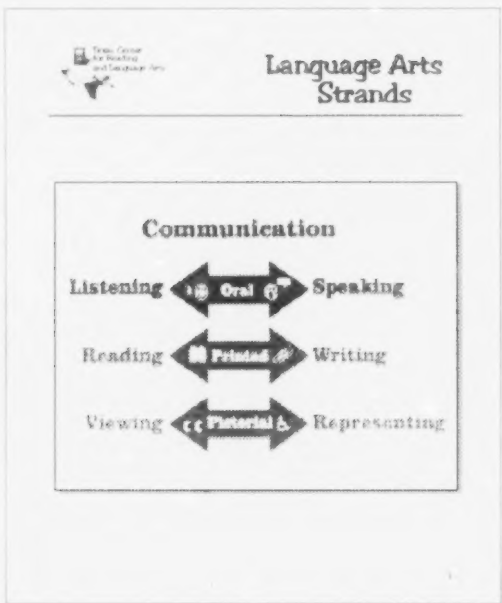

Objectives
Participants will:
Review and discuss TEKS reading components that contribute to reading fluency.
Discuss reading fluency in terms of description, theory of automaticity, factors, and characteristics of fluent and struggling oral readers.
Describe the skills and knowledge of reading fluency as specified in the TEKS.
Describe how to design, implement, and evaluate Partner Reading.
Develop a professional development implementation plan for Partner Reading.

Workshop Opjectives

- Use Overhead #3 to review each workshop objective.
- Explain that an overview of the strands of the reading and language arts TEKS and the components of the reading TEKS will be provided.

Note: This information will serve as an introduction to reading fluency and Partner Reading, which is a specific technique to promote reading fluency.

Overhead #4



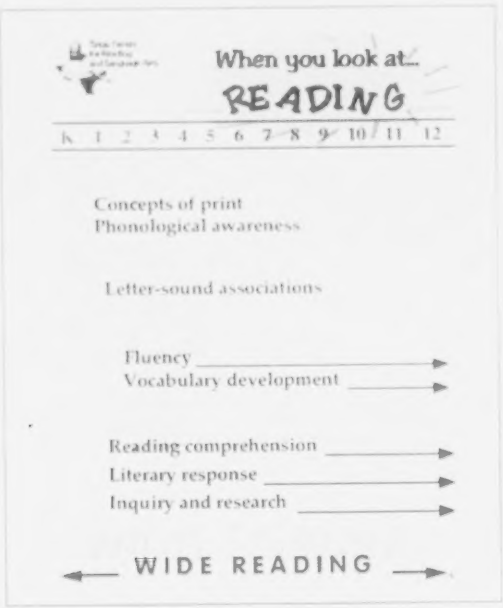
Overview of the Reading/Language Arts Strands

- Use Overhead #4 to review the major strands of the Reading and Language Arts TEKS.
- Emphasize that the focus of this workshop is on Reading, specifically reading fluency.

Examining the Reading TEKS

- Use Overhead #5 to review the major reading areas across grade levels.
- Discuss the components of the Reading TEKS.

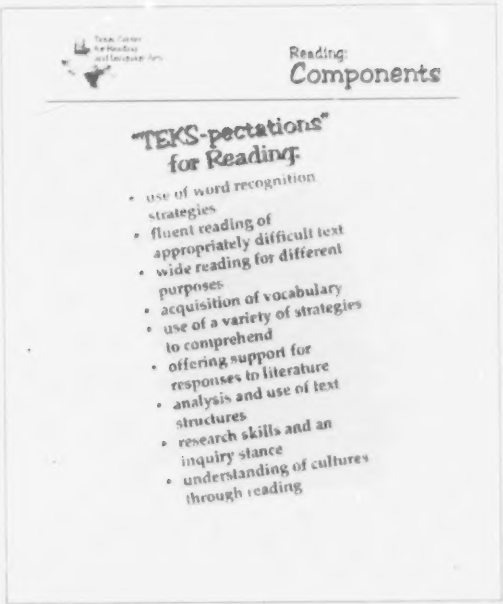
Overhead #5



Examining the Reading TEKS (con't.)

- Use Overhead #6 to review the components of Reading.

Overhead #6


Reading:
Components
"TEKS-pectations" for Reading
• use of word recognition strategies
• fluent reading of appropriately difficult text
• wide reading for different purposes
• acquisition of vocabulary
• use of a variety of strategies to comprehend
• offering support for responses to literature
• analysis and use of text structures
• research skills and an inquiry stance
• understanding of cultures through reading

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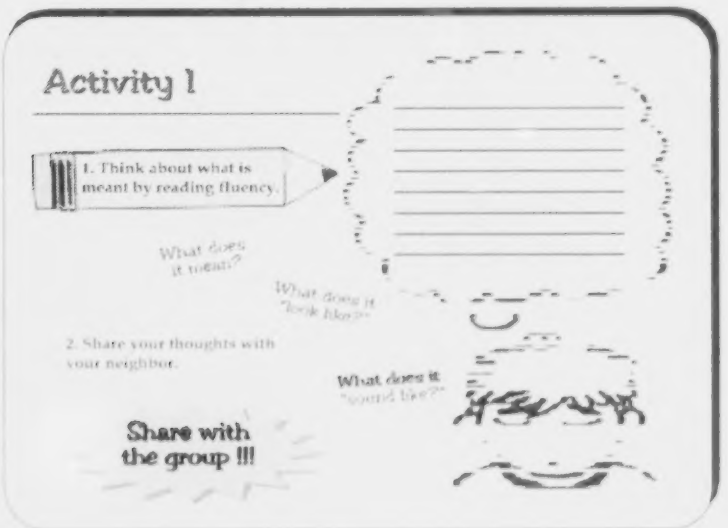
Overhead #7

Note: Refer participants to activity handouts.

Activity 1

- Guide participants in Group Activity 1.


Activity 1
1. Think about what is meant by reading fluency.
What does it mean?
What does it "look like?"
2. Share your thoughts with your neighbor.
What does it "sound like?"
Share with the group !!!

Overhead #8

Descriptions of Oral Reading Fluency

Fluency means reading at an appropriate rate (speed) with intonation, pitch, stress, and phrasing.

- Oral reading fluency represents the ability to read words as wholes (word recognition) with accuracy and an appropriate rate (speed) in connected text. (Samuels, 1976)
- Reading fluency is characterizedby rate and "effortlessness" which students exhibit as they move through the text. (Adams, 1990)
- Fluent readers understand text structure, use appropriate intonation, and have few interruptions. (Adams, 1990)
- Reading fluency is an important skill for older students to possess because of the large quantities of text students must read for school assignments. (Bryant and Rivera, 1997)

Reading Fluency Description

- Share Overhead #8 to discuss the meaning of fluent reading.
- Ask participants to reflect on why reading fluency is an important skill for older students to possess, and why it is infrequently emphasized at the secondary level.

Note: In the field of reading, there is disagreement on the term "fluency." We define fluency as including rate, intonation, pitch, stress, and phrasing.

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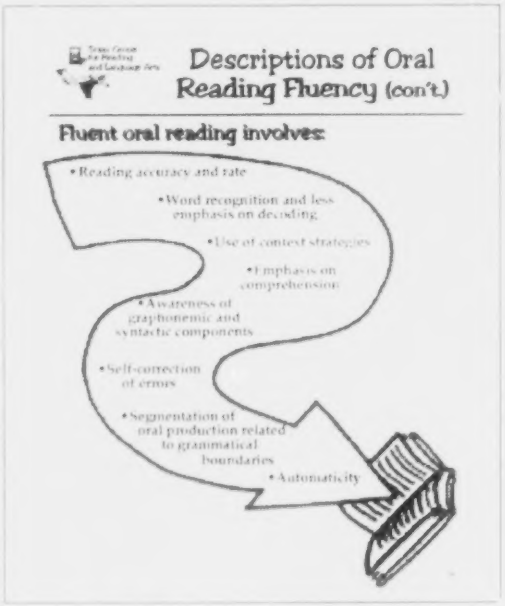
Description of Fluency

- Use Overhead #9 to describe reading fluency.
- Conclude by emphasizing that fluent oral reading involves automaticity, which is defined in the next section *(Allington, 1984; Juel, 1991; LaBerge and Samuels, 1974; Moats, 1998; Perfetti, 1985; Rasinski, 1994; Schrieber, 1980).*

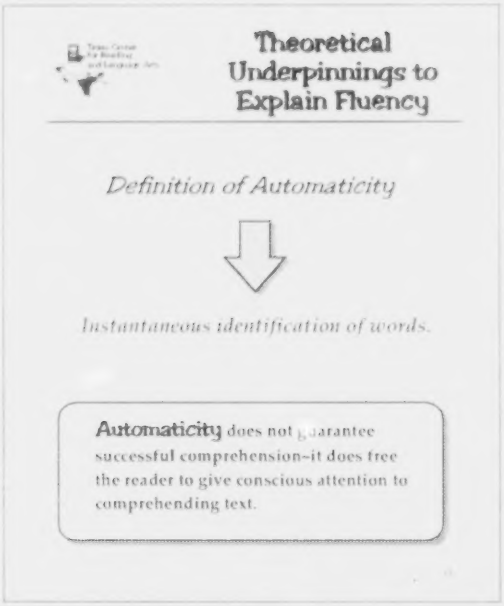
Overhead #9


Descriptions of Oral Reading Fluency (con't.)
Fluent oral reading involves:
• Reading accuracy and rate
• Word recognition and less emphasis on decoding
• Use of context strategies
• Emphasis on comprehension
• Awareness of graphonemic and syntactic components
• Self-correction of errors
• Segmentation of oral production related to grammatical boundaries
• Automaticity

Definition of Automaticity

- Use Overhead #10 to review the definition of automaticity.
- Ask participants to relate this information to what they know about reading fluency and their ideas generated during Activity 1 *(LaBerge & Samuels, 1974).*

Overhead #10


Theoretical Underpinnings to Explain Fluency
Definition of Automaticity
Instantaneous identification of words.
Automaticity does not guarantee successful comprehension–it does free the reader to give conscious attention to comprehending text.

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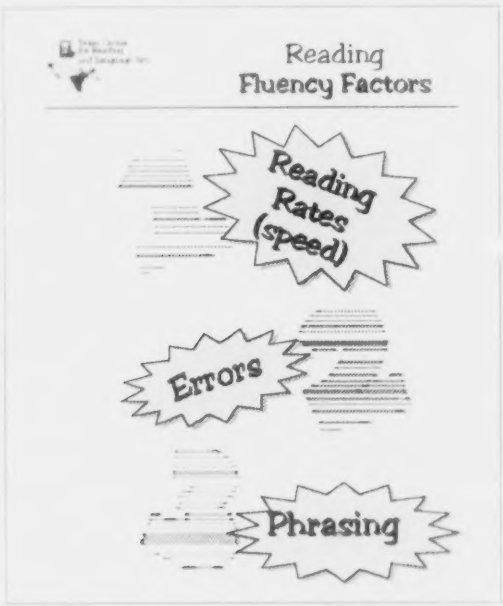
Overhead #11

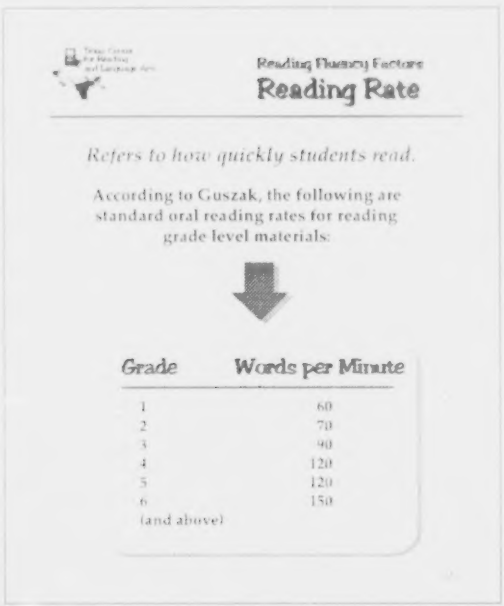


Reading Fluency Factors: Overview

- Use Overhead #11 to point out factors related to fluency:
  - rate (speed)
  - errors
  - phrasing

  (Rasinski, 1994)

Overhead #12



Reading Fluency Factors: Reading Rate

- Use Overhead #12 to talk about reading rate (speed), what it means, and typical grade level rate scores.

Reading Fluency Factors: Errors

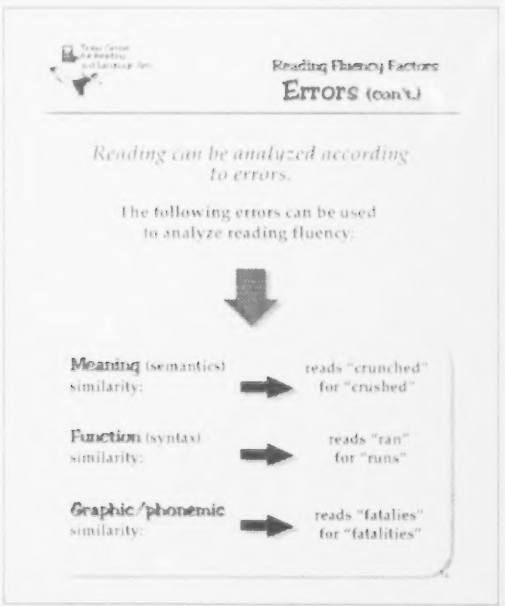
- Use Overhead #13 and #14 to discuss various types of errors for both good and struggling readers.

Overhead #13

Reading Fluency Factors
Errors
The following word recognition errors may be noted in oral reading:
• Omissions: omits a word
The dog ran across (the) street.
• Substitutions: says one word for another.
The (boy instead of dog) ran across the street.
• Reversals: reverses letters in a word.
The boy replied (on instead of no) to the question.
• Hesitations: does not say a word within four seconds.

Errors (continued)

Overhead #14


Reading Fluency Factors
Errors (con't.)
Reading can be analyzed according to errors.
The following errors can be used to analyze reading fluency:
Meaning (semantics) similarity: reads "crunched" for "crushed"
Function (syntax) similarity: reads "ran" for "runs"
Graphic/phonemic similarity: reads "fatalies" for "fatalities"

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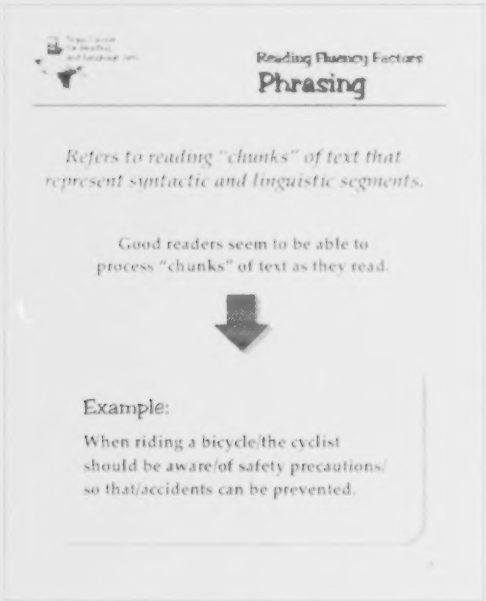
Overhead #15


Reading Fluency Factors
Phrasing
Refers to reading "chunks" of text that represent syntactic and linguistic segments.
Good readers seem to be able to process "chunks" of text as they read.
Example:
When riding a bicycle/the cyclist should be aware/of safety precautions/ so that/accidents can be prevented.

Reading Fluency Factors: Phrasing

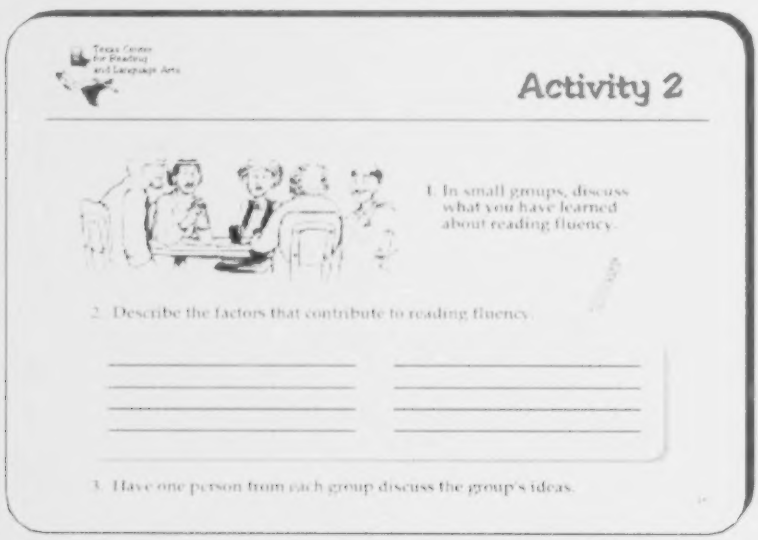
- Talk about Phrasing, how fluent readers tend to recognize natural linguistic segments and read text accordingly.
- Use Overhead #15 to discuss possible ramifications of reading fluency problems exhibited by struggling readers in content area classes.

Overhead #16

Note: Refer participants to activity handouts.

Group Activity 2

- Guide participants in Group Activity 2.


Activity 2
1. In small groups, discuss what you have learned about reading fluency.
2. Describe the factors that contribute to reading fluency.
3. Have one person from each group discuss the group's ideas.

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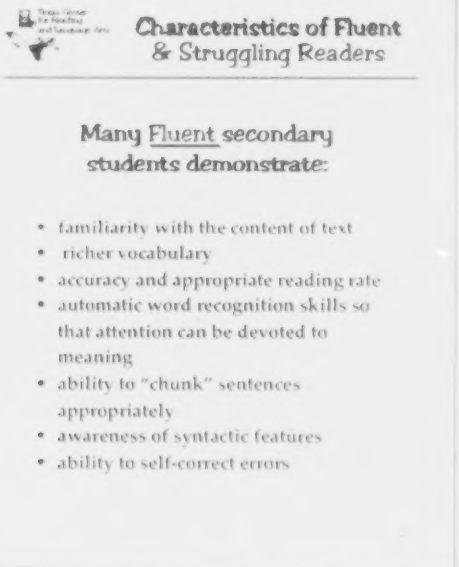
Student Characteristics: Fluent Secondary Readers

- Use Overhead #17 to review the characteristics of proficient oral readers *(Moats, 1998; Schrieber, 1980).*

Overhead #17

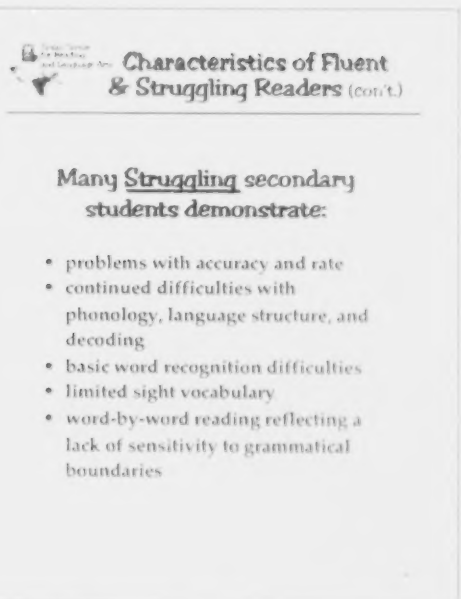

Characteristics of Fluent
& Struggling Readers
Many Fluent secondary students demonstrate:
• familiarity with the content of text
• richer vocabulary
• accuracy and appropriate reading rate
• automatic word recognition skills so that attention can be devoted to meaning
• ability to "chunk" sentences appropriately
• awareness of syntactic features
• ability to self-correct errors

Student Characteristics: Struggling Secondary Readers

- Use Overhead #18 and #19 to review the characteristics of students who struggle with fluency.
- Stress that these difficulties are not evidenced by all struggling readers.

(Allington, 1984; Bryant & Rivera, 1997; Moats, 1998.)

Overhead #18


Characteristics of Fluent
& Struggling Readers (con't.)
Many Struggling secondary students demonstrate:
• problems with accuracy and rate
• continued difficulties with phonology, language structure, and decoding
• basic word recognition difficulties
• limited sight vocabulary
• word-by-word reading reflecting a lack of sensitivity to grammatical boundaries

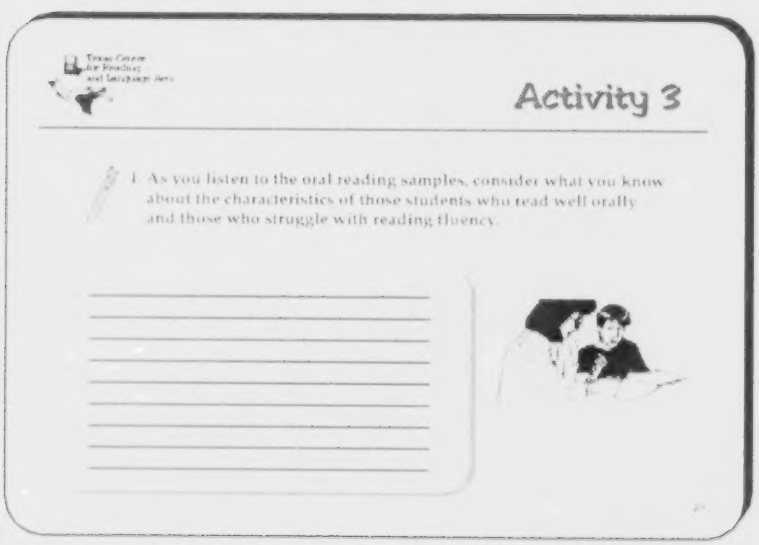
Overhead #19

Characteristics of Fluent & Struggling Readers (con't.)
Error analysis reveals that struggling secondary readers:
Make more errors and fewer self-corrections
Make more semantic errors
Pay less attention to graphemic, contextual, and syntactical cue systems

Struggling Readers (con't)

Overhead #20

Note: Refer participants to activity handout.


Activity 3
1. As you listen to the oral reading samples, consider what you know about the characteristics of those students who read well orally and those who struggle with reading fluency.

Group Activity 3

• Guide participants in Group Activity 3.

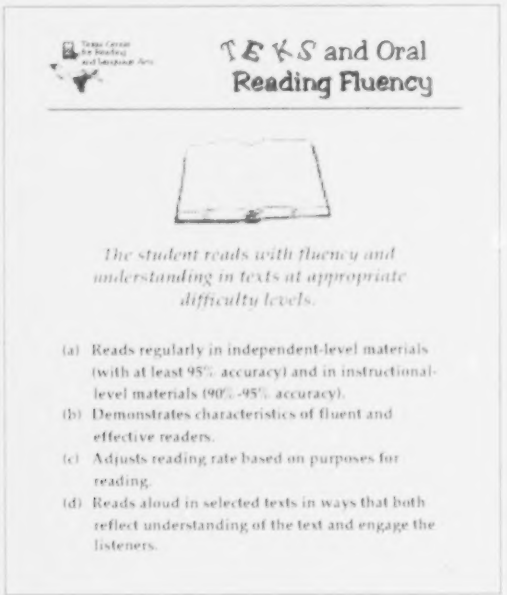
NOTE: Play the audiotape of a fluent and a struggling reader reading aloud from narrative and expository text.

OPTION: Distribute handouts of the passages students read on the audiotape to the participants.

TEKS and Reading Fluency

- Use Overhead #21 to review the Knowledge and Skills for reading fluency found in the TEKS.

Overhead #21


TEKS and Oral Reading Fluency
The student reads with fluency and understanding in texts at appropriate difficulty levels.
(a) Reads regularly in independent-level materials (with at least 95% accuracy) and in instructional-level materials (90% -95% accuracy).
(b) Demonstrates characteristics of fluent and effective readers.
(c) Adjusts reading rate based on purposes for reading.
(d) Reads aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.

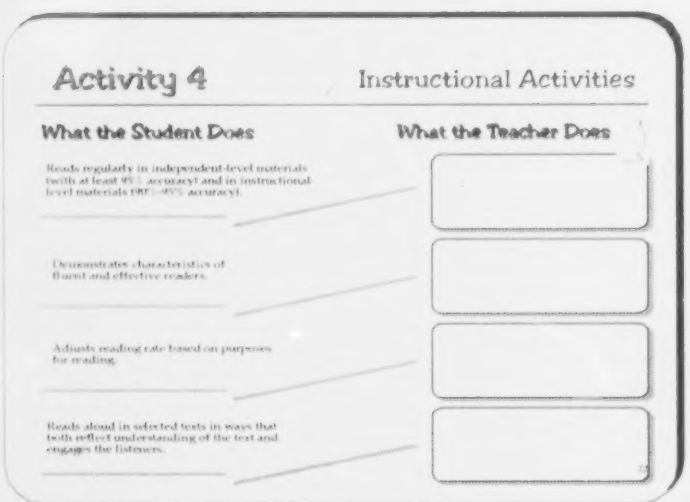
Group Activity 4

- Guide participants in Group Activity 4.

Overview #22

Note: Refer participants to activity handouts.

Note. The focus of the rest of the workshop will be on Partner Reading, which is one example of a technique to increase reading fluency.


Activity 4
Instructional Activities
What the Student Does
What the Teacher Does
Reads regularly in independent-level materials (with at least 95% accuracy) and in instructional-level materials (90%-95% accuracy).
Demonstrates characteristics of fluent and effective readers.
Adjusts reading rate based on purposes for reading.
Reads aloud in selected texts in ways that both reflect understanding of the text and engages the listeners.

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Overhead #23

What Is Partner Reading?

A reading fluency building technique designed to help students develop more accurate and fluent word recognition skills in connected text.

Partner Reading involves:

- oral reading
- regular practice/modeling
- error correction strategies
- comprehension questions
- charting of rate progress

Reading Fluency Building Techniques: Partner Reading

- Use Overhead #23 to explain the major components of Partner Reading

Overhead #24

Empirical Support

What Does the Research Say About Many Fluency Building Techniques?

- Rereading the same passage leads to improved fluency and comprehension
- Rereading the same passage about four to five times promotes fluency
- New reading passages should contain words similar to previously read passages
- Rereading passages provides the type of practice that promotes fluency
- Rereading passages is a widely used technique to assist struggling readers in becoming more fluent readers
- Speed (rate) is the best way to measure fluency

Empirical Support

- Use Overhead #24 to discuss the research supporting Partner Reading.

  (Gonzales & Elijah, 1975; Mastropieri & Scruggs, 1997; O'Shea, Sindelar, & O'Shea, 1987; Rasinski, 1990; Rashotte & Torgesen, 1985.)

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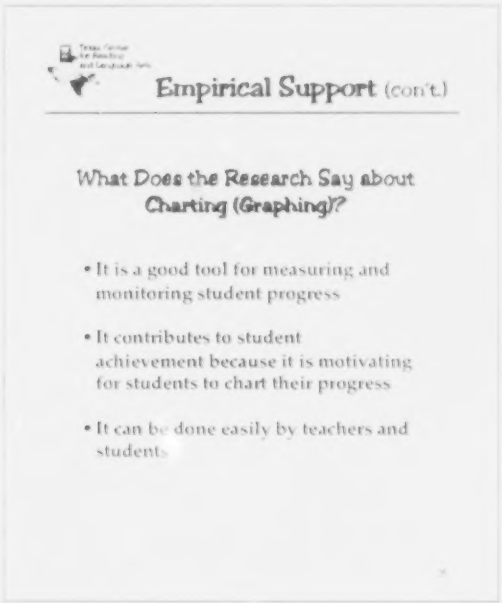
Empirical Support (con't.)

- Use Overhead #25 to talk about the research supporting student charting.

(Espin & Deno, 1993; Fuchs, Mathes, & Fuchs, 1993; Mathes & Fuchs, 1993.)

Overhead #25


Empirical Support (con't.)
What Does the Research Say about Charting (Graphing)?
• It is a good tool for measuring and monitoring student progress
• It contributes to student achievement because it is motivating for students to chart their progress
• It can be done easily by teachers and students

Show Time

- Introduce the video, "Enhancing Reading Fluency and Comprehension for Secondary Students."
- Explain that the purpose of the video is to provide an overview of reading fluency and to demonstrate the Partner Reading technique.

Overhead #26

Overhead #27

Note: Refer participants to activity handouts.

Group Activity 5

• Guide participants in Group Activity 5.

Activity 5

As you watch the video, consider how the teacher works with students and what students do during Partner Reading.

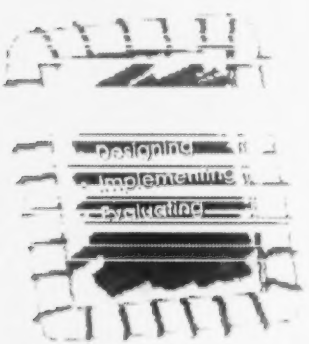
Teacher: _____

Student: _____

Overhead #28

Partner Reading Technique

Guidelines for Teachers



Guidelines for Teachers

• Use Overhead #28 to introduce designing, implementing, and evaluating Partner Reading.

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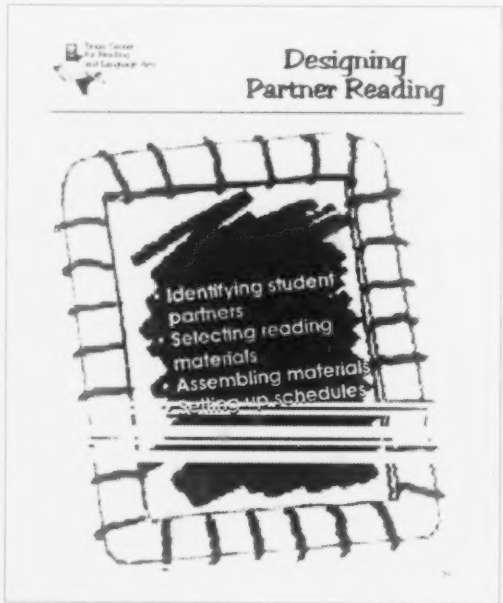
Designing Partner Reading

- Use Overhead #29 to introduce four primary activities to prepare for Partner Reading.

Note: In all, depending on the availability of reading materials, preparation will take about two to three hours.

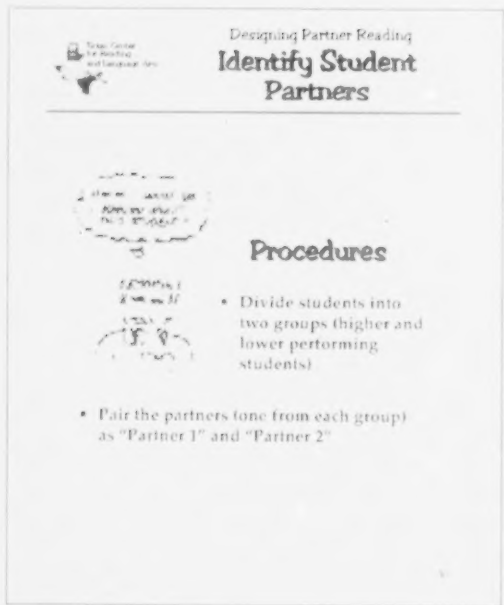
Overhead #29



Identifying Student Partners

- Use Overhead #30 and #31 (Activity #6) to review the procedure for identifying student reading pairs.
- Talk about information teachers might use to rank the order of their students (e.g., test scores, grades, "knowing" the students) in order of reading ability.
- Stress that student partners may change because students may not get along, or make a good reading match.

Overhead #30


Designing Partner Reading
Identify Student Partners
Procedures
• Divide students into two groups (higher and lower performing students)
• Pair the partners (one from each group) as "Partner 1" and "Partner 2"

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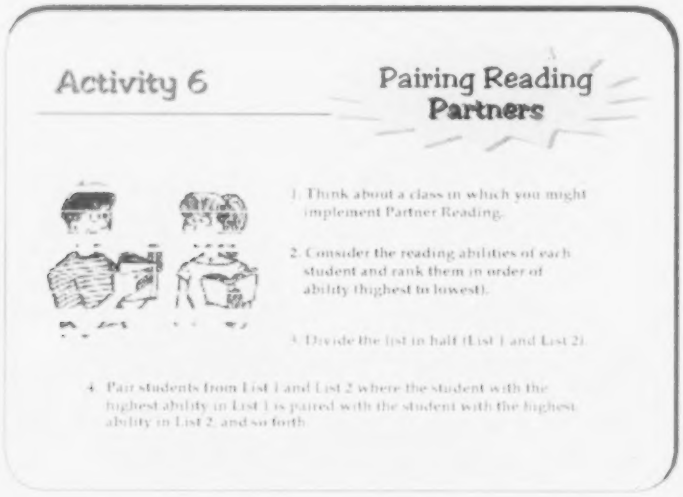
Overhead #31

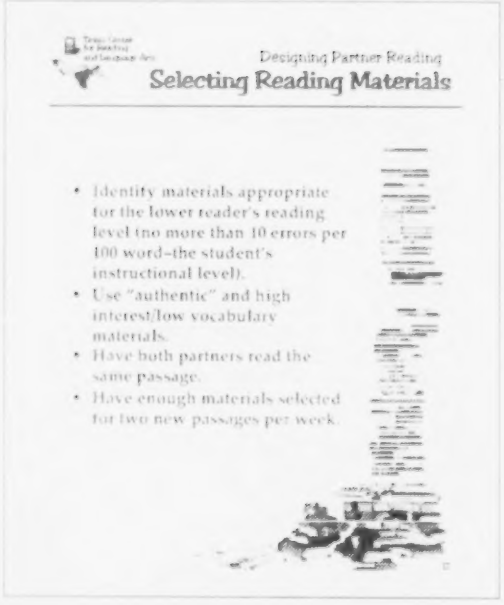
Note: Refer participants to activity handouts.

Group Activity 6

• Guide participants in Group Activity 6.


Activity 6
Pairing Reading Partners
1. Think about a class in which you might implement Partner Reading.
2. Consider the reading abilities of each student and rank them in order of ability (highest to lowest).
3. Divide the list in half (List 1 and List 2).
4. Pair students from List 1 and List 2 where the student with the highest ability in List 1 is paired with the student with the highest ability in List 2, and so forth.

Overhead #32


Designing Partner Reading
Selecting Reading Materials
• Identify materials appropriate for the lower reader's reading level (no more than 10 errors per 100 word–the student's instructional level).
• Use "authentic" and high interest/low vocabulary materials.
• Have both partners read the same passage.
• Have enough materials selected for two new passages per week.

Selecting Reading Materials

- Use Overhead #32 to discuss materials teachers can use for Partner Reading, and the criteria used for selecting them.

Note: Refer to handout containing a list of high interest-low vocabulary books.

Note: This is a good time for content area teachers to describe appropriate reading materials for science, social studies, and so forth.

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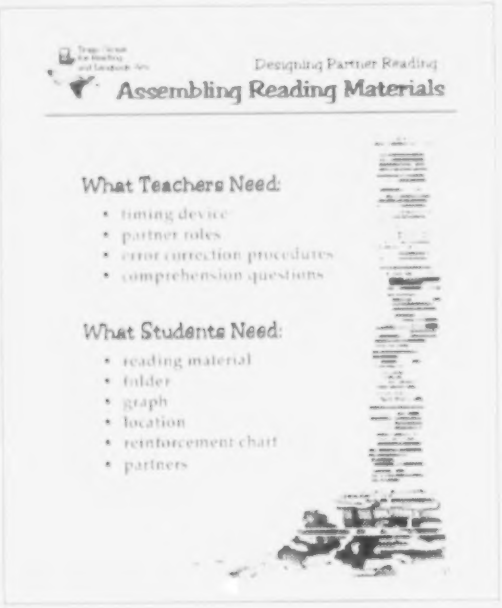
Assembling Partner Reading

- Use Overhead #33 to describe materials teachers and students will need for Partner Reading.
- Show examples of materials (e.g., folders with chart, charts, reinforcement) that can be used.

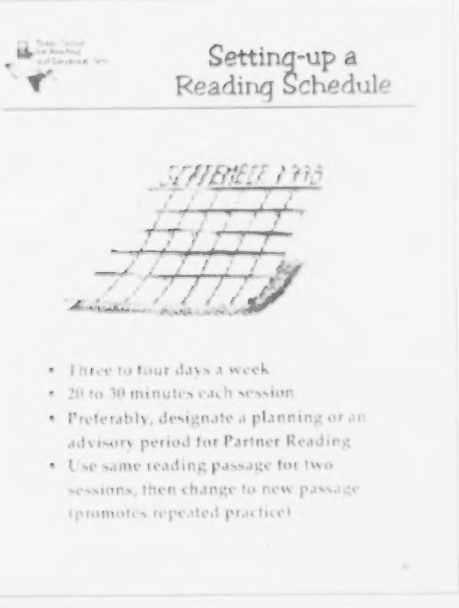
Overhead #33



Scheduling

- Use Overhead #34 to share scheduling ideas with participants.
- Have participants discuss possible times Partner Reading can be incorporated into their daily/weekly class schedules.

Overhead #34


Setting-up a
Reading Schedule
• Three to four days a week
• 20 to 30 minutes each session
• Preferably, designate a planning or an advisory period for Partner Reading
• Use same reading passage for two sessions, then change to new passage (promotes repeated practice)

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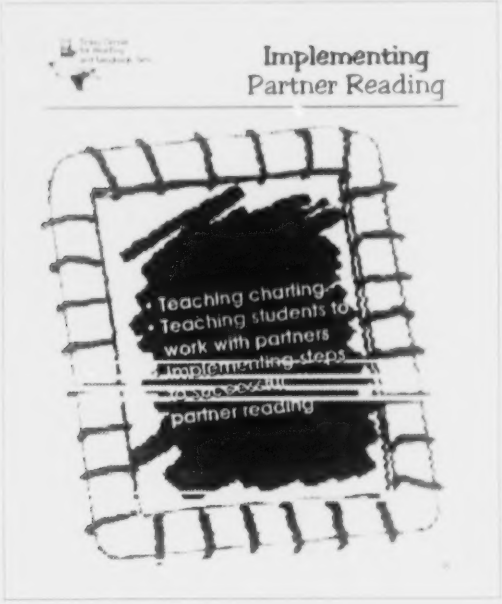
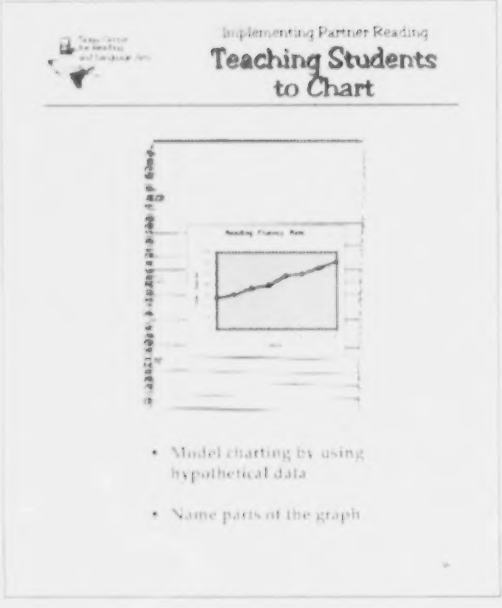
Overhead #35



Implementing Partner Reading

- Use Overhead #35 to introduce the three primary activities to implement Partner Reading.
- Emphasize that teaching students the "parts" of Partner Reading facilitates implementation.

Overhead #36


Implementing Partner Reading
Teaching Students to Chart
• Model charting by using hypothetical data
• Name parts of the graph

Teaching Students to Chart

- Use Overhead #36 to explain that they should model how to chart reading progress.
- They should then provide a time for students to practice charting hypothetical data.

Teaching Students To Chart

- Use Overhead #37 to model how to graph fluency progress.
- Explain day lines (vertical) and rate lines (horizontal).
- Plot the hypothetical data that represent a student's reading rate for three days to show improvement.

Note: On this chart there is space for the student to record name, grade, age; the teacher's name, title of reading materials, and grade level of the reading material. At the bottom there are boxes for students to record their rate scores. This chart is for a student who reads between 100 and 215 words per minute.

Teaching Students to Work with Partners

- Use Overhead #38 to explain the steps involved in students working with partners.

Overhead #37

Implementing Partner Reading

Teaching Students to Chart (con't.)

Example of a reading chart

Overhead #38

Implementing Partner Reading

Teaching Students to Work with Partners

- Assign each partner a role
- Review the roles
- Model how "best reading" sounds
- Model reading with errors and how to correct them (posted on a chart)
- Model asking comprehension questions (posted on a chart)

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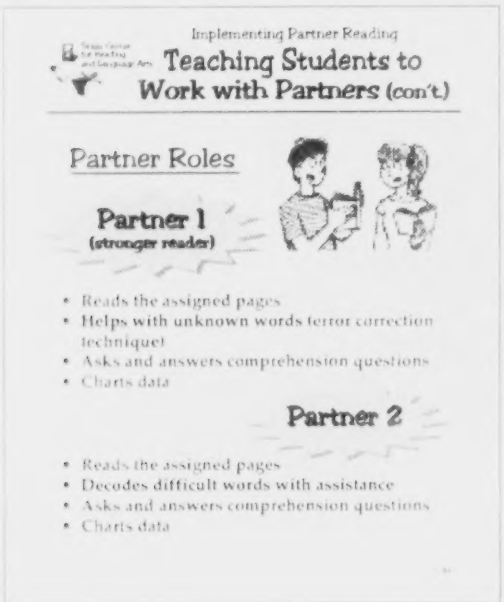
Overhead #39

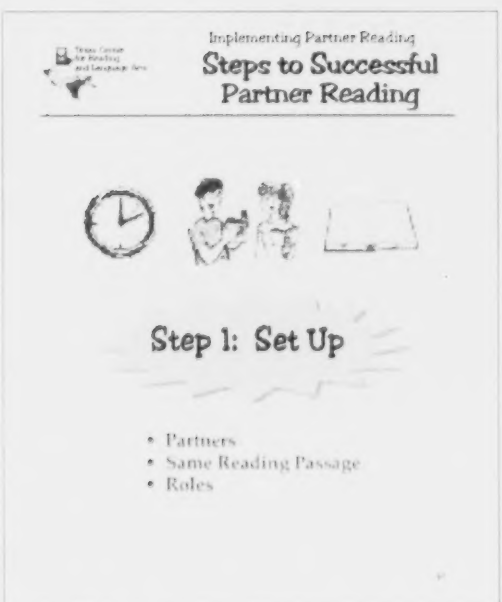

Implementing Partner Reading
Teaching Students to Work with Partners (con't)
Partner Roles
Partner 1
(stronger reader)
• Reads the assigned pages
• Helps with unknown words (error correction technique)
• Asks and answers comprehension questions
• Charts data
Partner 2
• Reads the assigned pages
• Decodes difficult words with assistance
• Asks and answers comprehension questions
• Charts data

Partner Roles

- Use Overhead #39 to review partner roles.

Note: Review error correction procedures in handouts. Using a reading passage, model how Partner 1 would correct an error made by Partner 2.

Overhead #40



Steps to Successful Partner Reading

- Use Overhead #40 and #41 to discuss Steps 1 and 2 for having partners read together.

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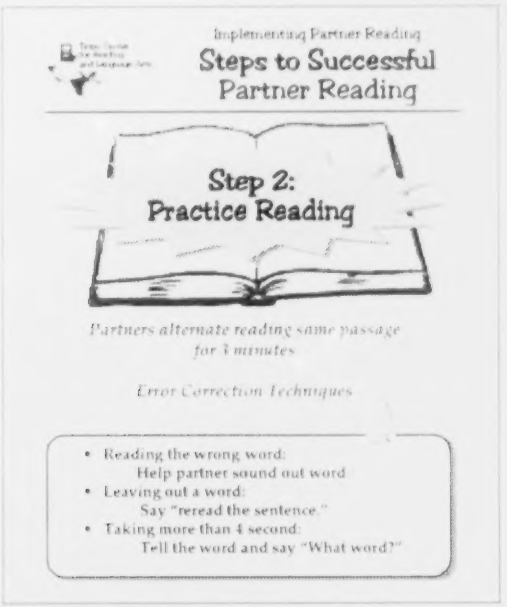
Steps to Successful Partner Reading (con't)

Overhead #41


Implementing Partner Reading
Steps to Successful Partner Reading
Step 2: Practice Reading
Partners alternate reading same passage for 3 minutes
Error Correction Techniques
• Reading the wrong word:
Help partner sound out word
• Leaving out a word:
Say "reread the sentence."
• Taking more than 4 second:
Tell the word and say "What word?"

Steps to Successful Partner Reading (con't.)

- Use Overhead #42 and #43 to describe Steps 3–5 for having partners read together.
- Provide partners with reading materials and have them go through the steps.

Overhead #42

Implementing Partner Reading
Steps to Successful Partner Reading
Step 3: Time Reading
(best reading)
Partners alternate reading same passage for 1 minute
Finger on Last Word
Step 4: Chart
(students count words and chart)
Chart Data

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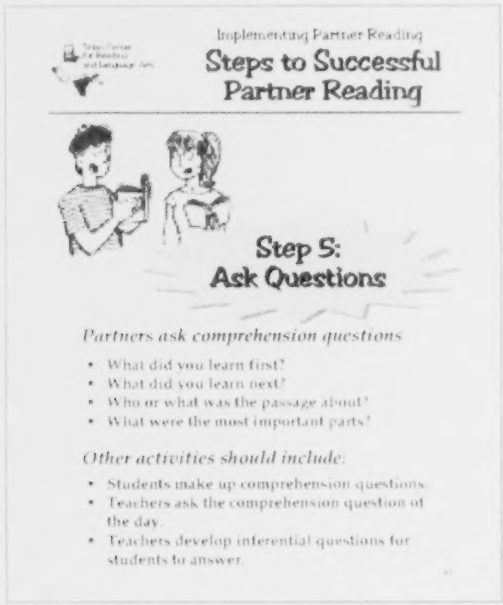
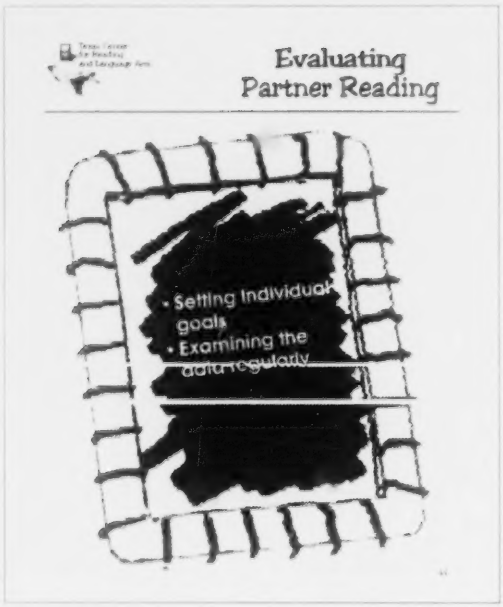
Overhead #43


Implementing Partner Reading
Steps to Successful Partner Reading
Step 5:
Ask Questions
Partners ask comprehension questions
• What did you learn first?
• What did you learn next?
• Who or what was the passage about?
• What were the most important parts?
Other activities should include:
• Students make up comprehension questions.
• Teachers ask the comprehension question of the day.
• Teachers develop inferential questions for students to answer.

Steps to Successful Partner Reading (con't.)

- Provide partners reading materials and have them go through the steps.

Overhead #44



Evaluating Partner Reading

- Use Overhead #44 to explain the two steps to evaluate instruction:
  - setting individual fluency goals
  - examining the data on the chart regularly
- Discuss the importance of monitoring student progress on a regular basis.

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Setting Individual Fluency Goals: Getting Started

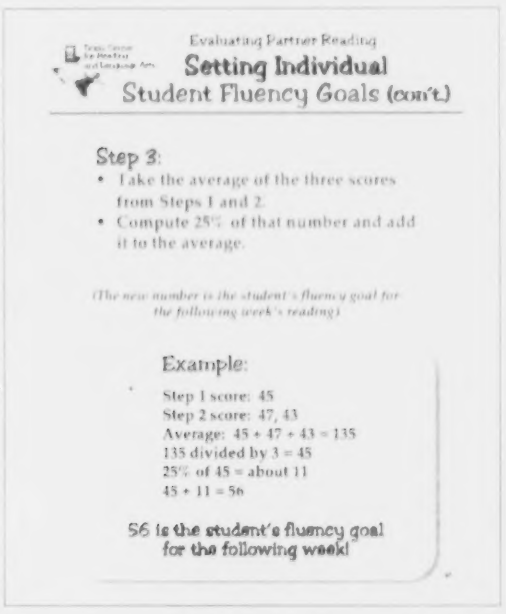
- Use Overhead #45 and #46 to describe the steps for establishing individual student goals.
- Provide examples to practice the steps in the overheads to compute goals for students.
- Remind participants that students read passages from materials that are at Partner 2's instructional level.

Overhead #45

Evaluating Partner Reading
Setting Individual
Student Fluency Goals
Getting Started
Step 1:
• Have students read their assigned passage "cold" (no practice) for one minute.
Step 2:
• Have students repeat Step 1 for two more days.

Setting Individual Fluency Goals (con't.)

Overhead #46


Evaluating Partner Reading
Setting Individual
Student Fluency Goals (con't.)
Step 3:
• Take the average of the three scores from Steps 1 and 2.
• Compute 25% of that number and add it to the average.
(The new number is the student's fluency goal for the following week's reading)
Example:
Step 1 score: 45
Step 2 score: 47, 43
Average: 45 + 47 + 43 = 135
135 divided by 3 = 45
25% of 45 = about 11
45 + 11 = 56
56 is the student's fluency goal for the following week!

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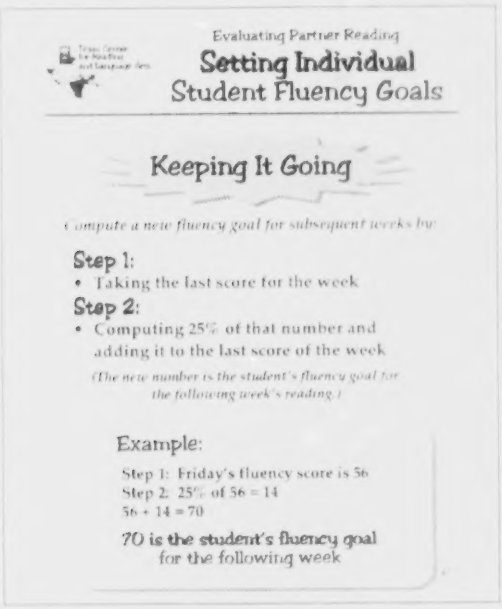
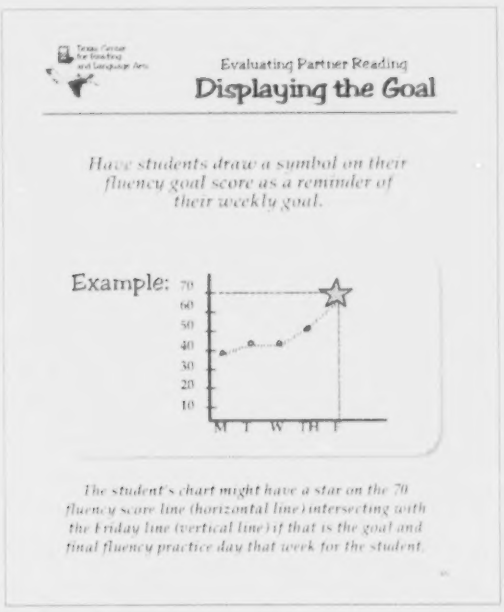
Overhead #47


Evaluating Partner Reading
Setting Individual
Student Fluency Goals
Keeping It Going
Compute a new fluency goal for subsequent weeks by:
Step 1:
• Taking the last score for the week
Step 2:
• Computing 25% of that number and adding it to the last score of the week
(The new number is the student's fluency goal for the following week's reading.)
Example:
Step 1: Friday's fluency score is 56
Step 2: 25% of 56 = 14
56 + 14 = 70
70 is the student's fluency goal for the following week

Setting Individual Fluency Goals: Keeping It Going

- Use Overhead #47 to emphasize the importance of setting weekly goals and of monitoring student progress regularly to ensure that Partner Reading is beneficial.

Overhead #48


Evaluating Partner Reading
Displaying the Goal
Have students draw a symbol on their fluency goal score as a reminder of their weekly goal.
Example:
70
60
50
40
30
20
10
M T W TH F
The student's chart might have a star on the 70 fluency score line (horizontal line) intersecting with the Friday line (vertical line) if that is the goal and final fluency practice day that week for the student.

Displaying the Goal

- Use Overhead #48 to emphasize the importance of students having a goal visually displayed.
- Remind participants that they will want to have students keep their charts with their data and individual goals in the notebooks or folders.

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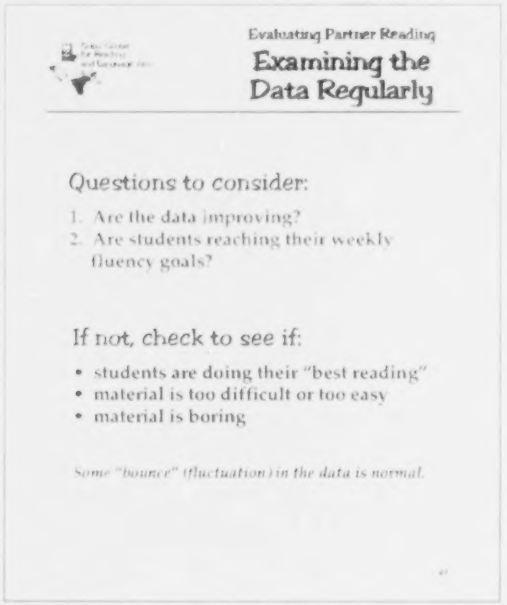
Examining the Data

- Use Overhead #49 and #50 to talk about monitoring student progress.

Note: Teachers should look at students' charts regularly to be sure progress is being made.

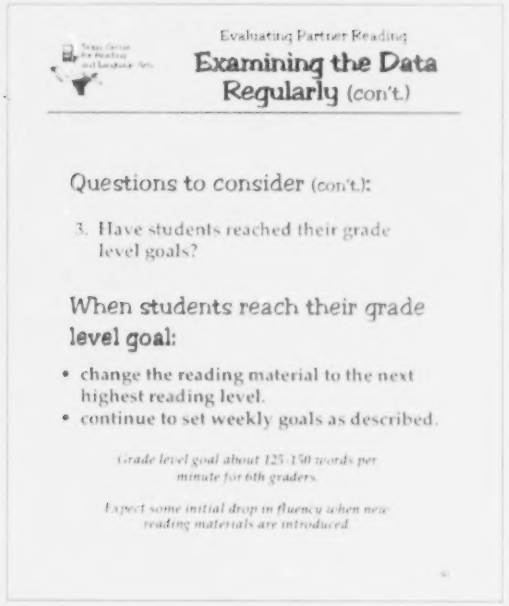
Overhead #49


Evaluating Partner Reading
Examining the Data Regularly
Questions to consider:
1. Are the data improving?
2. Are students reaching their weekly fluency goals?
If not, check to see if:
• students are doing their "best reading"
• material is too difficult or too easy
• material is boring
Some "bounce" (fluctuation) in the data is normal.

Examining the Data (con't.)

- Discuss the importance of moving students to more difficult reading material as fluency improves.

Overhead #50


Evaluating Partner Reading
Examining the Data Regularly (con't.)
Questions to consider (con't.):
3. Have students reached their grade level goals?
When students reach their grade level goal:
• change the reading material to the next highest reading level.
• continue to set weekly goals as described.
Grade level goal about 125-150 words per minute for 6th graders.
Expect some initial drop in fluency when new reading materials are introduced.

Overhead #51

Group Activity 7

Note: Refer participants to activity handouts.

• Guide participants in Group Activity 7.

Activity 7

Implementing Partner Reading in your Classroom "TOMORROW"

In small groups, discuss how to implement Partner Reading in your classroom. Carefully consider the following questions.

1. Which class will you use Partner Reading with and why would you choose that class?
2. What reading materials will you use for Partner Reading?
3. What is your timeline for getting ready to implement Partner Reading, and for teaching students how to work in partners and how to graph?
4. What preparations need to be completed before you begin?
5. How often do you hope to use Partner Reading with your classes?
6. What are some problems you might anticipate using Partner Reading and how can you address those problems?
7. How will you evaluate the effectiveness of Partner Reading on improving students' reading fluency?

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3. Overheads

Texas Center
for Reading
and Language Arts

Enhancing Reading Fluency for Secondary Students - Part I

Partner Reading Technique

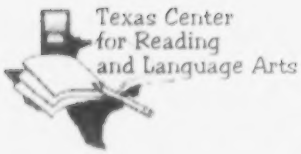
Texas Center for Reading and Language Arts
University of Texas, College of Education
Texas Education Agency • Region XIII Education Service Center

Texas Center for Reading and Language Arts

Agenda

Oral Reading Fluency: Partner Reading Session

- Objectives
- Overview of the TEKS
- Oral Reading Fluency
- TEKS and Oral Reading
- Partner Reading Technique
- Implementation Planning



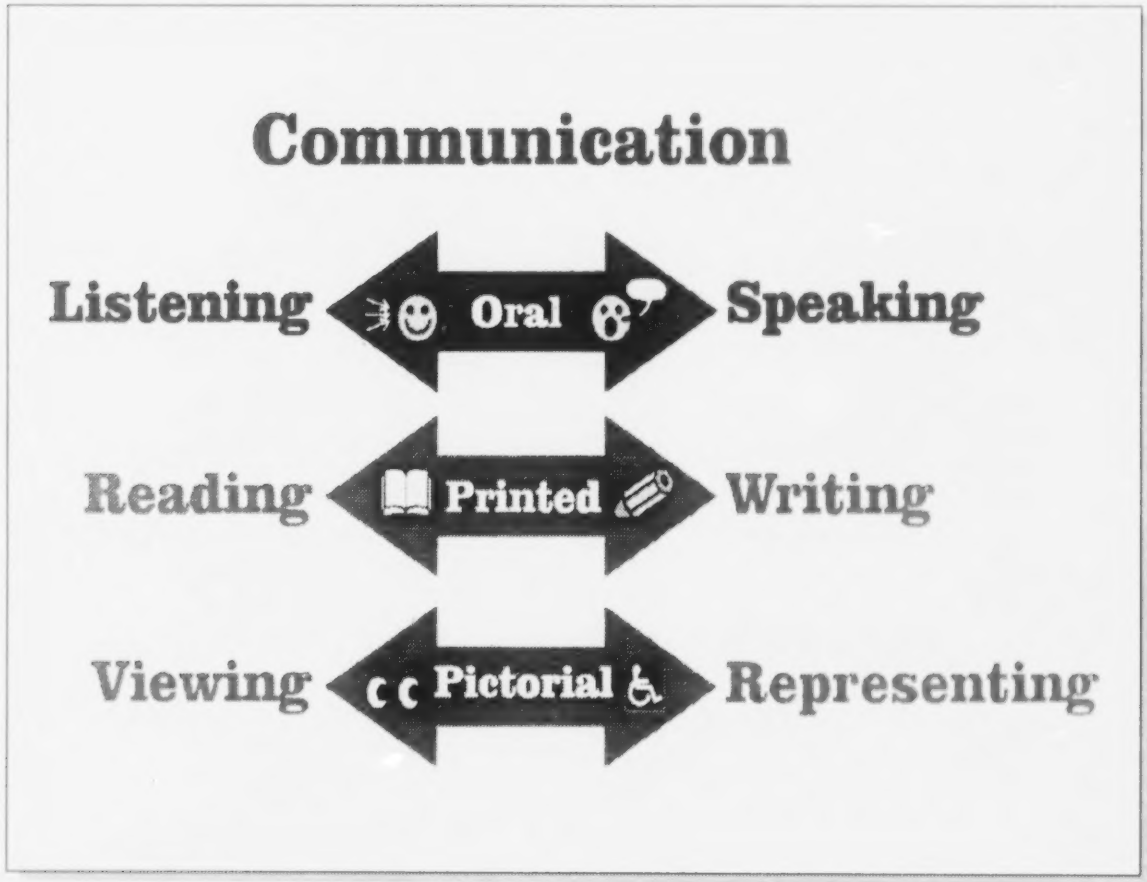
Objectives

Participants will:

- Review and discuss TEKS reading components that contribute to reading fluency.
- Discuss reading fluency in terms of description, theory of automaticity, factors, and characteristics of fluent and struggling oral readers.
- Describe the skills and knowledge of reading fluency as specified in the TEKS.
- Describe how to design, implement, and evaluate Partner Reading.
- Develop a professional development implementation plan for Partner Reading.

Texas Center for Reading and Language Arts

Language Arts Strands



Texas Center for Reading and Language Arts

When you look at... READING

K 1 2 3 4 5 6 7 8 9 10 11 12

Concepts of print
Phonological awareness

Letter-sound associations

Fluency ——→
Vocabulary development ——→

Reading comprehension ——→
Literary response ——→
Inquiry and research ——→

← WIDE READING →

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"TEKS-pectations" for Reading:

- use of word recognition strategies
- fluent reading of appropriately difficult text
- wide reading for different purposes
- acquisition of vocabulary
- use of a variety of strategies to comprehend
- offering support for responses to literature
- analysis and use of text structures
- research skills and an inquiry stance
- understanding of cultures through reading

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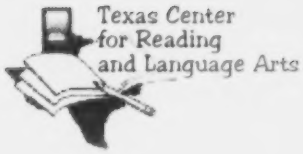

Descriptions of Oral Reading Fluency

Fluency means reading at an appropriate rate (speed) with intonation, pitch, stress, and phrasing.

- **Oral reading fluency represents the ability to read words as wholes (word recognition) with accuracy and an appropriate rate (speed) in connected text. (Samuels, 1976)**
- **Reading fluency is characterizde by rate and "effortlessness" which students exhibit as they move through the text. (Adams, 1990)**
- **Fluent readers understand text structure, use appropriate intonation, and have few interruptions. (Adams, 1990)**
- **Reading fluency is an important skill for older students to possess because of the large quantities of text students must read for school assignments. (Bryant and Rivera, 1997)**

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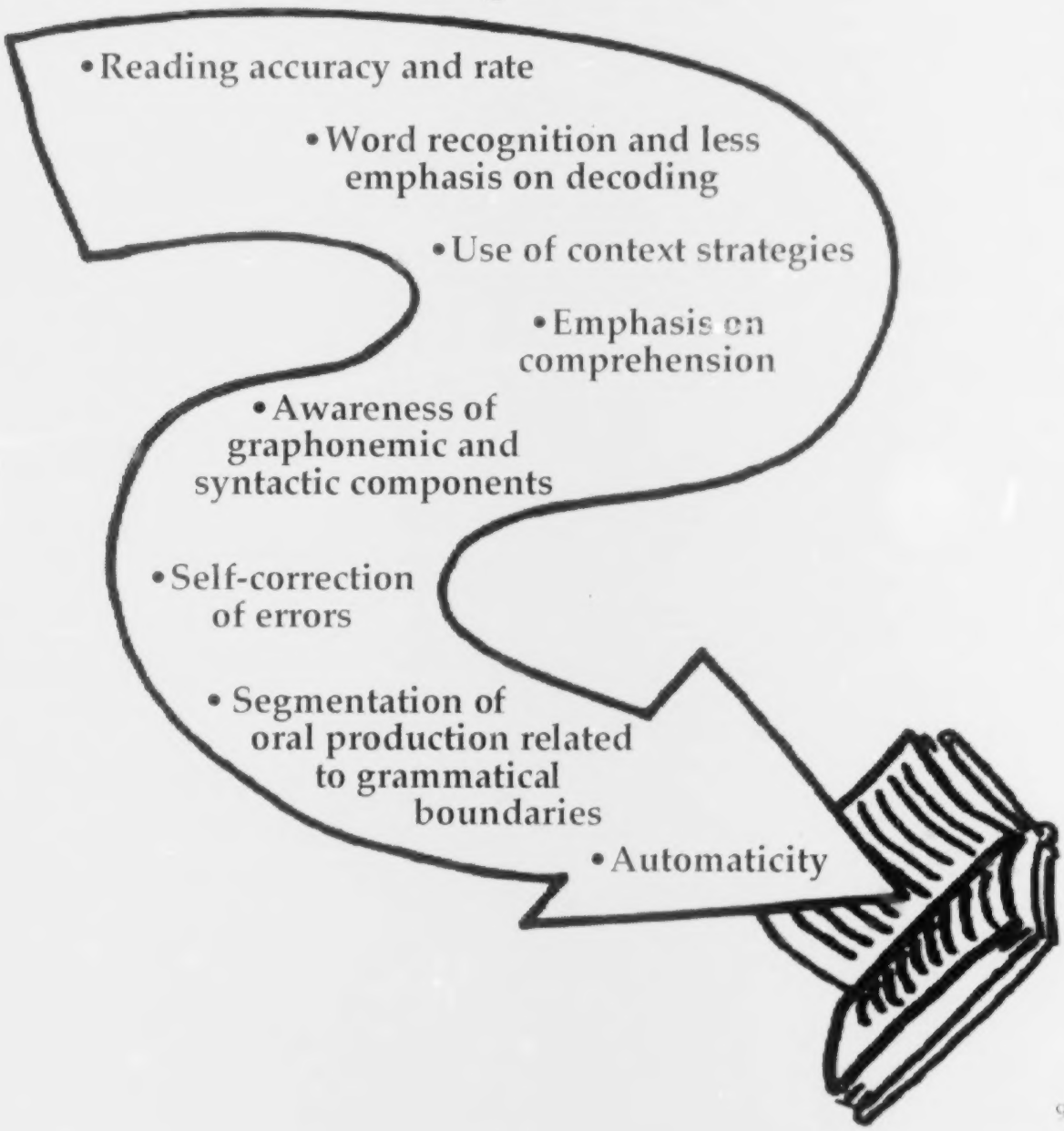
Descriptions of Oral Reading Fluency (con't.)

Fluent oral reading involves:


• Reading accuracy and rate
• Word recognition and less emphasis on decoding
• Use of context strategies
• Emphasis on comprehension
• Awareness of graphonemic and syntactic components
• Self-correction of errors
• Segmentation of oral production related to grammatical boundaries
• Automaticity

9

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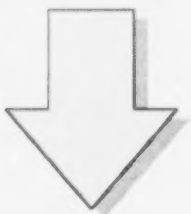
Theoretical Underpinnings to Explain Fluency

Definition of Automaticity



Instantaneous identification of words.

Automaticity does not guarantee successful comprehension–it does free the reader to give conscious attention to comprehending text.

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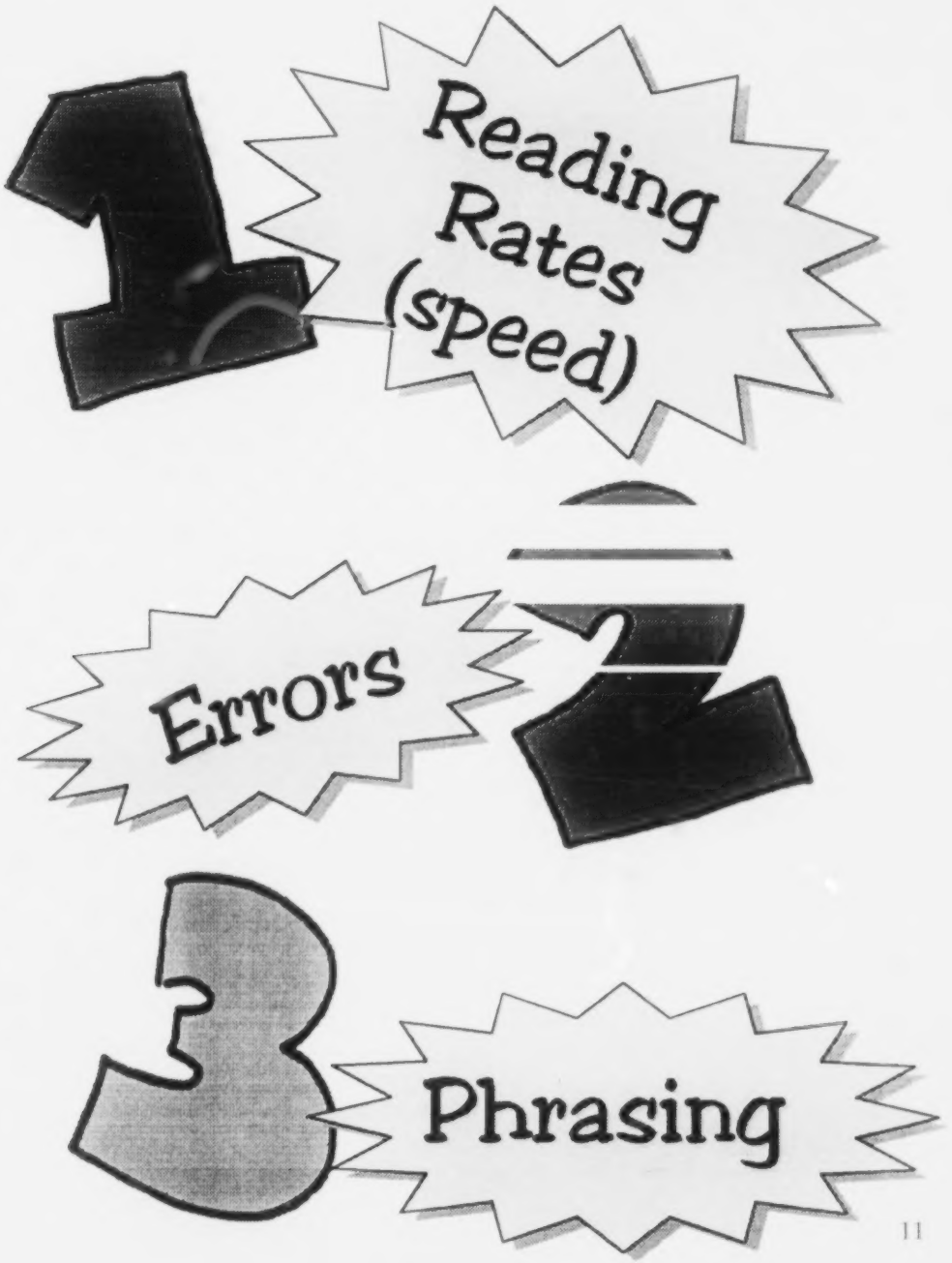
Reading Fluency Factors



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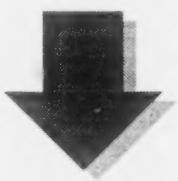
Reading Fluency Factors

Reading Rate

Refers to how quickly students read.

According to Guszak, the following are standard oral reading rates for reading grade level materials:



Grade	Words per Minute
1	60
2	70
3	90
4	120
5	120
6 (and above)	150

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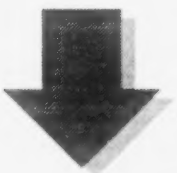
Errors

The following word recognition errors may be noted in oral reading:



- Omissions: **omits a word**
  The dog ran across (the) street.
- Substitutions: **says one word for another.**
  The (boy instead of dog) ran across the street.
- Reversals: **reverses letters in a word.**
  The boy replied (on instead of no) to the question.
- Hesitations: **does not say a word within four seconds.**

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Reading Fluency Factors

Errors (con't.)

Reading can be analyzed according to errors.

The following errors can be used to analyze reading fluency:

Meaning (semantics) similarity:	→	reads "crunched" for "crushed"
Function (syntax) similarity:	→	reads "ran" for "runs"
Graphic/phonemic similarity:	→	reads "fatalies" for "fatalities"

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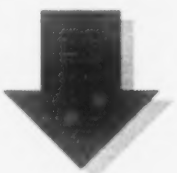
Reading Fluency Factors

Phrasing

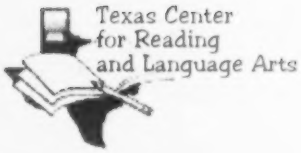
Refers to reading "chunks" of text that represent syntactic and linguistic segments.

Good readers seem to be able to process "chunks" of text as they read.



Example:

When riding a bicycle/the cyclist should be aware/of safety precautions/so that/accidents can be prevented.



Characteristics of Fluent & Struggling Readers

Many Fluent secondary students demonstrate:

- familiarity with the content of text
- richer vocabulary
- accuracy and appropriate reading rate
- automatic word recognition skills so that attention can be devoted to meaning
- ability to "chunk" sentences appropriately
- awareness of syntactic features
- ability to self-correct errors

Characteristics of Fluent & Struggling Readers (con't.)

Many Struggling secondary students demonstrate:

- problems with accuracy and rate
- continued difficulties with phonology, language structure, and decoding
- basic word recognition difficulties
- limited sight vocabulary
- word-by-word reading reflecting a lack of sensitivity to grammatical boundaries

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Characteristics of Fluent & Struggling Readers (con't.)

Error analysis reveals that struggling secondary readers:

- Make more errors and fewer self-corrections
- Make more semantic errors
- Pay less attention to graphemic, contextual, and syntactical cue systems

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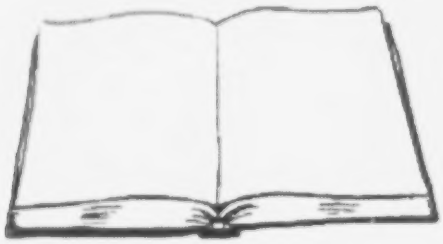
TEKS and Oral Reading Fluency



The student reads with fluency and understanding in texts at appropriate difficulty levels.

(a) Reads regularly in independent-level materials (with at least 95% accuracy) and in instructional-level materials (90%-95% accuracy).

(b) Demonstrates characteristics of fluent and effective readers.

(c) Adjusts reading rate based on purposes for reading.

(d) Reads aloud in selected texts in ways that both reflect understanding of the text and engage the listeners.

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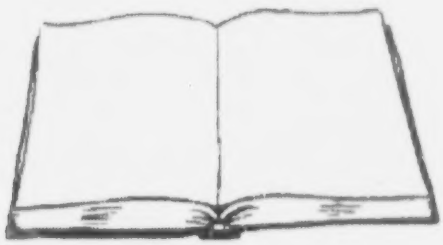
TEKS and Oral Reading Fluency



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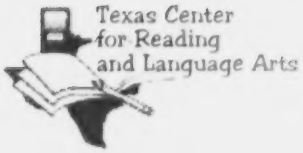
What Is Partner Reading?

A reading fluency building technique designed to help students develop more accurate and fluent word recognition skills in connected text.

Partner Reading involves:

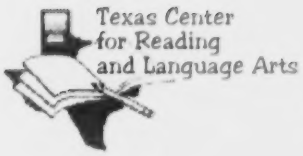
- oral reading
- regular practice/modeling
- error correction strategies
- comprehension questions
- charting of rate progress



Empirical Support

What Does the Research Say About Many Fluency Building Techniques?

- Rereading the same passage leads to improved fluency and comprehension
- Rereading the same passage about four to five times promotes fluency
- New reading passages should contain words similar to previously read passages
- Rereading passages provides the type of practice that promotes fluency
- Rereading passages is a widely used technique to assist struggling readers in becoming more fluent readers
- Speed (rate) is the best way to measure fluency



Empirical Support (con't.)

What Does the Research Say about Charting (Graphing)?

- It is a good tool for measuring and monitoring student progress
- It contributes to student achievement because it is motivating for students to chart their progress
- It can be done easily by teachers and students

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4. Handouts

• Evaluation

Designing Instruction

Identify Student Partners

Rank order your students according to reading ability. Split the total list in half with one half being the higher-performing readers (list one) and the other half being the lower-performing readers (list two).

Identify student partners by pairing the first name on the higher-performing readers list one with the first name on the lower-performing readers list two. Do this in order with all students on both lists until all students have a partner.

Example of Partner Ranking and Pairing

Higher-performing (HP) Reader: List One	Lower-performing (LP) Reader: List Two	Student Partner Pairs
Top ranked HP	Top ranked LP	Partners A
Second-ranked HP	Second-ranked LP	Partners B
Third-ranked HP	Third-ranked LP	Partners C
Fourth-ranked HP	Fourth-ranked LP	Partners D
Fifth-ranked HP	Fifth-ranked LP	Partners E

Select Reading Materials

Placing LP Students in Appropriate Reading Material is Critical to the Success of Partner Reading

Identify reading materials that the LP reader can read successfully. Obtain books from the library or use trade books. LP students who are placed in reading materials that are too difficult will not benefit from Partner Reading.

Use the criteria of no more than 10 student errors per 100 words of text to help you select books for LP readers. If the error rate is considerably greater, then the reading material is probably too difficult.

Both partners will read from the same reading material, which is at the LP student's reading level.

Time Out for Problem Solving

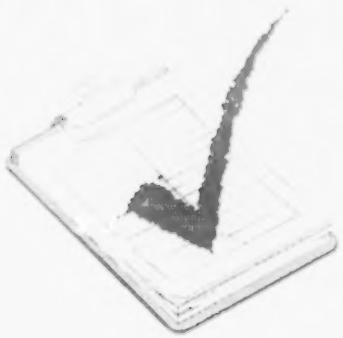
Given the reading levels of LP students in your classroom, how many books will you need to obtain for partner reading? Can these

books be shared across teachers on a team who are doing Partner Reading in their content area on their designated practice day?

Are there books by content area that are written at different difficulty levels?

Can special education teachers locate reading materials for students with reading disabilities?

Assemble Materials



Teachers will need:

⇒ Timing Device (stopwatch)
⇒ Chart of Student Partners
⇒ Partner Roles
⇒ Error Correction Procedures
⇒ Two Days a Week for About 20 Minutes to Implement Partner Reading
⇒ Comprehension Questions

Students will need:

⇒ Reading Materials (LP reader's level)
⇒ Reading Folder with Graph
⇒ Pencil with Eraser
⇒ Location in Classroom to Read

Together

⇒ Super Reading Reinforcement Sheet
⇒ Partner

Implementing Instruction

Teach Students to Chart

Provide a rationale for charting reading data: a picture will help students see their progress; students who chart their data seem to do better.

Demonstrate on an overhead transparency how to fill in data boxes and graph correct rate scores on the appropriate day (vertical) and score (horizontal) lines.

Provide sample data for students to graph.

Have students work with their reading partner or individually to chart data.

Have students name parts of the graph: score lines and day lines.

Time Out for Problem Solving

Some students may have difficulty learning to chart. Their partner can help them chart or they can raise their hand after reading and counting their words for the teacher to assist with charting.

Teach Students How to Work with Partners

Tell students they will practice reading with a partner.

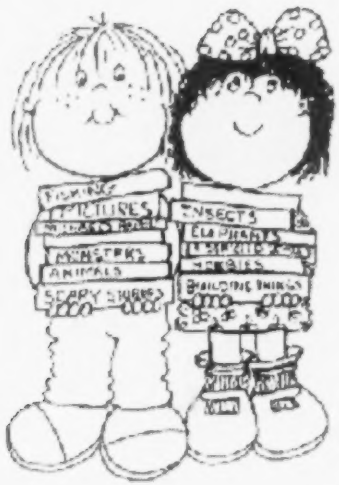
Assign each student a role: Partner 1 or Partner 2. Partner 1 is the stronger reader of the pair and always reads first (modeling).

Review partner roles.

Model with a reading passage the types of error correction procedures.

Model with a reading passage the asking of comprehension questions.

Model with a student pair how to do the Partner Reading steps.



Have Student Partners Read

Step 1: Set Up
Have students pair up with their partner in their location of the classroom.

Assign students their reading passage (specific pages).

Have Partner 1 raise their hands; have Partner 2 raise their hands. Review roles.

Remind students about error correction procedures.
Remind students about comprehension questions.

Step 2: Timed Reading
Tell Partner 1 (the stronger reader of the pair) to read the assigned pages until the timer sounds. Tell Partner 1 to start over if he/she is done before the timer sounds.
Tell Partner 2 to follow along.
Set timer for **3 minutes.**
Praise students for good reading and following along.

Tell Partner 2 to read the **SAME** assigned pages read by Partner 1. Tell Partner 2 to start over if he/she is done before the timer sounds.
Prompt Partner 1 to correct errors using Types of Error and Correction Procedures information.
Set timer for **3 minutes.**
Praise students for good reading and following along.

Step 3: Timed Test
Tell students it's test time.
Tell students to (1) read quickly, and (2) use error correction procedures but don't spend a lot of time on errors.

Step 3: Timed Test (con't.)
Set timer for one minute.
Partner 1 reads assigned pages until timer sounds. Puts finger on last word read.
Set timer for one minute.
Partner 2 reads same pages until timer sounds. Puts finger on last word read.

Step 4: Charting
Students count number of words read and chart their data.

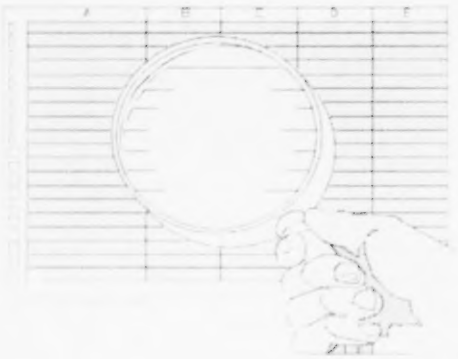
Step 5: Comprehension
Partner 1 and Partner 2 discuss the following questions:

"What did you learn first?"
"What did you learn next?"
"Who or what was the passage about?"
"What were the most important parts?"

Give reinforcement (e.g., stickers) for improved scores.

Evaluating Instruction

- Conduct a weekly chart look



On a weekly basis, look at the students' graphs to determine reading fluency progress.

Time Out for Problem Solving

If progress is not being made, observe the student partners reading to see if error correction and timing procedures are being handled correctly.

Partner Roles

Partner 1

- Read the assigned pages.
- Tell partner to use error correction procedures and to repeat error word correctly.
- Chart data.
- Ask and answer comprehension questions.

Partner 2

- Read the assigned pages.
- Use error correction procedures.
- Chart data.
- Ask and answer comprehension questions.

Types of Error Correction Procedures

Reading the wrong word:
⇒ Say "Sound it out."

Leaving out a word:
⇒ Say "Reread the sentence."

Waiting longer than 4 seconds:
⇒ Tell the word and
Say "What word?"

Comprehension Questions

What did you learn first?

What did you learn next?

Who or what was the passage about?

What were the most important parts?

Blue Ribbon for Excellence

Super Reading for _____

Reading Partners

Partner Pairs	HP Reader Partner 1	LP Reader Partner 2
A		
B		
C		
D		
E		
F		
G		
H		
I		
J		
K		
L		
M		
N		
O		
P		
Q		
R		
S		
T		

Portions of these handouts are taken from the work of Dr. Jeanne Schumm, University of Miami, and Dr. Sharon Vaughn, The University of Texas at Austin.

Summary of Curriculum-Based Measurement Research: Pinpointing Skills, Teaching, Charting

Author	Subjects	Results
1. Fuchs, Fuchs, Hamlett, Thompson, Roberts, Kubek, & Stecker (1994)	140 general education students in grades 2-4 including 12 students with learning disabilities (LD)	• produced significant differential student achievement • trendlines can be used to better affect student outcomes
2. Fuchs, Fuchs, Hamlett, Bishop, & Bentz (1992)	40 general education elementary classes grades 2-5 including at least one student with LD in each class	• general educators were able to implement CBM accurately
3. Fuchs (1992)	10 general education 6th grade classes	• preliminary results suggest CBM increases teachers' abilities to include students with disabilities into class instruction
4. Fuchs, Fuchs, Hamlett, & Stecker (1990)	3 groups of students: CBM and skills analysis, CBM, and control group	• students in CBM and skills analysis profiles group achieved bettter than students in other two groups
5. Fuchs, Fuchs, Hamlett, & Stecker (1991)	33 general education teachers in one control or two experimental groups	• greater teaching and student improvement when CBM used to measure student growth and to develop instructional programs

- Vignette -
Enhancing Reading Fluency at the Secondary Level: Partner Reading

TEKS:

(6.6; 7.6; 8.6) Reading/fluency
(6.8; 7.8; 8.8) Reading/variety of texts
(6.9; 7.9; 8.9) Reading/vocabulary development

Context:

Partner Reading is a reading fluency building technique that is designed to help students develop more accurate and fluent word recognition skills in connected text. Partner Reading was implemented by Cara Adkinson, Becky Brandon, Susan Diebol, Theresa Ludovissie, Marisela Morin, and Shirley Sarris, who are 6th grade teachers at Webb Middle School in Austin. The strategy was used at the end of the day during the advisory period.

Designing Instruction: Getting Ready:

Partner Reading takes 20 to 30 minutes to implement depending upon the length of the required reading materials. Teachers will need to have assigned partner pairs and explained error correction procedures to pairs. Students will need assigned reading materials and a graph in their folders.

Implementing the Instruction--The Lesson:

I use Partner Reading to build reading fluency because I think it helps my students read their textbooks at a faster rate. I find that when students have better reading fluency, it is easier for me to teach concepts.

It has become a familiar procedure for the students to get their self-decorated Partner Reading folders as they enter the classroom every Monday, Tuesday, Thursday, and Friday during advisory period, which is the last 30 minutes of the day. In their folders, students and their partners find an expository passage to read. Students work with one story on Monday and Tuesday and a different story on Thursday and Friday. Also included in the folder, is a list of comprehension questions, a graph, and error correction procedures. The partner pairs are allowed to sit anywhere in the classroom. One pair of students chooses to sit on the floor. Gilbert and Martin sit at a long table in the corner. Thelma and May opt to sit at the computer table. The students find their weekly story in their folder and wait for the signal to begin the strategy of Partner Reading.

The first step is practice. "Ready to learn, eyes on the paper, please begin!" I said to the students. Partner One begins reading the story for three minutes. Partner One reads aloud so Partner Two can follow along. The soft murmur of voices can be heard throughout the room. I walk among the groups making sure everyone is participating.

sometimes bending towards the readers who are reading softly. "Louder," I whisper, "If I can't hear you, your partner can't hear you either."

I continue to monitor the reading. After three minutes, I call "Please stop!" Partner One stops reading, and Partner Two prepares to read the same passage read by Partner One. "Ready to learn, eyes on the paper, please begin!" I say a second time. Partner Two also reads aloud like Partner One. Partner One, the stronger reader guides Partner Two throughout the reading.

"Reread the sentence," instructs Partner One when Partner Two leaves out a word.

When the reader pauses on a word for more than three or four seconds, Partner One says the word, "mysterious," then asks Partner One, "What word?"
"Mysterious," responds Partner Two and continues reading. "Stop!" I say after three minutes.

Now it is time to prepare for the next step, the one-minute timed reading. Students sit up in their chairs and look at their teacher for the signal to proceed. "Ready to learn, eyes on the paper, remember to do your best reading, please begin!" I call out for the last time.

Partner One begins reading aloud the same passage and Partner Two follows along. After one minute is up, it is now Partner Two's turn to do his or her best reading for one minute. Everyone wants to read more words than they did yesterday.

I circulate through the room making sure everyone's reading is comprehensible. Initially, students wanted to read so rapidly, it was hard to understand what they were reading. After a few weeks with this program, the reading sounds much better. The hum of their voices is almost rhythmic. "Stop," I say, after exactly one minute. Instant silence falls over the room.

Students now chart their progress. Students are seen putting their finger on the last word they read, and counting the words they read in that one minute. As if on remote, they proceed to record their progress on the charts provided in their folders. Comments can be heard throughout the classroom. "I like this story better than last week's. It seems easier." "My score goes down on Mondays." "Mine went up by six."

After the students graph their best reading score, they ask each other questions about what they just read. Although a set of comprehension questions is in their folders, students love to create additional questions in their own words. The students are given two minutes to do this part. The questions begin.

"What is the main idea of this story?"
"Where did Alex grow up?"
"What did Thomas invent?"
"Whose hitting record did Hank Aaron break?"
"Your time is up; thank you," I say.

Evaluating the Lesson:

I look at the students' graphs every Friday to see how they are doing. I want to be sure that fluency is increasing. Sometimes, students have reached their fluency goal and I change the grade level of their reading material. Other times, I notice that the data are

not improving, so I talk to individual students to determine the problem. Sometimes, students need a little pep talk to try harder; one student needed a reinforcement program to motivate him to improve. The students have become champions of routine. I am finding it very satisfying to see the progress and the confidence level of the students steadily rise.

– Vignette –

Enhancing Reading Fluency at the Secondary Level: Partner Reading

TEKS:

(6.6; 7.6; 8.6) Reading/fluency
(6.8; 7.8; 8.8) Reading/variety of texts
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Implementing the Instruction--The Lesson:

Thirty sixth graders file in. "Partner Reading today! Partner Reading today!" is my cheery reminder. "Do we have new stuff to read? I reached my goal yesterday." Appropriately, they get their blue folders they organized at the beginning of the semester. They take the folders out of the basket and find a spot in the room with their reading partner.

Beep-beep, beep-beep, a timer sounds and a few students scurry to their favorite places to read. Within moments you can hear a pin drop.

"All Partner Ones, raise your hands," I instruct. In accordance, one person from each pair raises his or her hand, a few after an encouraging reminder from their peer.

"Now, all Partner Twos raise your hands." This time the other member of the pair raises his or her hand.

> "Who reads first?" I inquire to the group.
> "Partner One!" the class answers in unison.
> "Who reads second?"
> "Partner Two!" comes a second reply.

Jose and Omar are ready…Ivory and Juan are ready…Raquel and Charlene are ready. It looks like all of my pairs are ready to begin reading. The timer is set for three minutes. I tell the class to begin. "Ready…please…begin." The buzz of fifteen busy readers fills the room. I monitor progress and accuracy as I move around the room listening to students read.

Beep-beep, beep-beep. The end of the first three minutes is up, "Okay, whose turn is it to read now?" I prompt.

"Partner Two!" they reply.

"Ready…please read the same passage as Partner One just read. Begin!" Again I circulate throughout the room reinforcing appropriate technique.

"Sabino is doing a terrific job of following while John is reading."
"Velma, I like the way you are paying attention and using your reading skills."

Beep-beep, beep-beep, the timer sounds ending a second timed reading. "Now it's time to test your progress."

Beep-beep, beep-beep echoes in the room a final time where partners take turns doing their best reading for one minute. Students muscle in the last word, then using their finger mark their place.

After the timed test, they chart their progress. Automatically, they begin counting the number of words they read and take out their charts to graph their progress. I continue to monitor accuracy as I begin awarding stickers for improvement.

"Wow, you read six more words than last time! Great job, Juan."
"I read 12 more."
"I read 7 more."
"Hey, I read the same, but I think this new material was harder."

After students finish graphing their progress, we talk as a group about the reading material and how everyone is doing. Students volunteer to share their comprehension questions and answers.

"What happens when certain chemicals are mixed with gas?"
"What year was important for many scientific discoveries?"
"Which country has the largest scientific museum?"
"Where can children go to do hands on science projects?"
"When did science become an important field of study?"

Students finish Partner Reading for the day and reorganize their folders. They place them in the middle of the table as Jessica and D. L go to each table to pick up the folders and return them to the basket.

"Good work today, everyone," I say as students gather their materials to go home.

Evaluating the Lesson:

Once students have consistently improved their fluency level, I change the level of their reading material. I typically talk to individual students every Monday to briefly discuss their previous week's fluency scores. I find that almost all of my students' charts show some improvement. Every once in a while there is a student who has not shown improvement. This is normally due to absences. Yet every once in a while a student needs a reinforcement plan and a motivational talk. This generally does the trick. Last week most students in my class improved by at least five words. I am so glad to see my students learning.

Implementing Partner Reading
Setting Individual Student Fluency Goals

Getting Started

Step 1:
- Have students read their assigned passage "cold" (no practice) for one minute.

Step 2:
- Have students repeat Step 1 for two more days.

Step 3:
- Take the average of the three scores from Steps 1 and 2.
- Compute 25% of that number and add it to the average.

(The new number is the student's fluency goal for the following week's reading)

Example:

Step 1 score: 45
Step 2 score: 47, 43
Average: 45 + 47 + 43 = 135
135 divided by 3 = 45
25% of 45 = about 11
45 + 11 = 56

56 is the student's fluency goal for the following week!

Keeping It Going

Compute a new fluency goal for subsequent weeks by:

Step 1:
- Taking the last score for the week.

Step 2:
- Computing 25% of that number and adding it to the last score of the week.

(The new number is the student's fluency goal for the following week's reading.)

Example:

Step 1: Friday's fluency score is 56
Step 2: 25% of 56 = 14
56 + 14 = 70

70 is the student's fluency goal for the following week

Implementation Tips for Partner Reading

Selecting and Using Reading Material

- Have students indicate reading topics of interest
- Use the school librarian as a resource for selecting reading material
- Use expository passages
- Switch reading passages every two to four readings
- Adjust the grade level of the materials as students become more fluent and reach their goal

Identifying Student Partners

- Consider personalities
- Rank order the reading abilities of students; divide the list in half; match students with the highest reading levels on both lists; continue this process down both lists of students
- Consider pairing very low readers with an adult partner

Preparing Student Folders

- Use pocket folders to hold materials
- Include a reminder sheet of correction strategies and comprehension questions
- Let students decorate their folders to promote ownership

Using Charts (Graphs)

- Use the math period as the time to teach students how to chart
- Have students chart their rate score and record the number they earned
- Make them easy to use
- Monitor student progress by examining charts weekly

Implementing Partner Reading

- Have students find their own spot in the classroom for reading
- Emphasize that students are trying to improve their daily fluency scores and NOT competing with their partner
- Teach students how to use the contents of the folder
- Model how to do the "best reading" (speed, accuracy, intonation--not speed reading)
- Alter comprehension questions after students have read the passage a few times

Starting Early

- Start at the beginning of the year
- Model Partner Reading

Timing is the Key: You Be the Judge

- 20 to 30 minutes of class time
- 3 to 4 times weekly

Source: These implementation tips are from Rebecca Brandon and Theresa Ludovissie who implemented Partner Reading with their 6th grade students at Webb Middle School in Austin.

5. Appendices

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Professional Development Guide

Enhancing Reading Comprehension for Secondary Students - Part II

Texas Center for Reading and Language Arts
College of Education, University of Texas at Austin •
Texas Education Agency • Region XIII Education Service Center

Professional Development Guide

Enhancing Reading Comprehension for Secondary Students - Part II

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Guide prepared by:

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1. Introduction

What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

How are the Center's Activities Accomplished?

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

Literacy Labs
Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.

Introduction

The *Enhancing Reading Fluency for Secondary Students–Part I* and *Enhancing Reading Comprehension for Secondary Students–Part II* guides are intended to be used as a set for professional development. The video "Enhancing Reading Fluency and Comprehension for Secondary Students–Part I and II" includes one segment on a reading fluency technique (Partner Reading) and another segment on reading comprehension (Collborative Strategic Reading).

The content of this professional development guide, *Enhancing Reading Comprehension for Secondary Students: Part II*, focuses on reading comprehension which is one of several essential skills that enable secondary students to learn to read successfully. There are many instructional techniques that have been proven effective in promoting reading comprehension with struggling readers; we chose to focus on the technique called Collaborative Strategic Reading (CSR) because of its empirical base across readers who fail to acquire reading comprehension for any number of reasons (e.g., reading disability, lack of exposure to oral reading practice, limited language proficiency).

Organization and Content of the Guide

The guide contains four sections of materials and a video for presenters to teach Collaborative Strategic Reading. Section 2 (*Professional Development)*, includes speaker's notes and suggestions on how to guide participants through the workshop. Section 3 *(Overheads)*, contains transparencies including key points and activities to accompany the speaker's notes. Section 4 (*Handouts)* includes "Workshop Notes" for participants to take notes of the presentation, "Activity Handouts," for the group activities, "Informational Handouts" that contain detailed information to assist with the implementation of CSR, and "Vignettes," which provide examples of actual classroom implementation. Section 5 (*Appendices)* provides a list of references and further readings on reading comprehension and CSR. Finally, the video "Enhancing Reading Fluency and Comprehension for Secondary Students" includes a segment on CSR (Part II).

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2. Professional Development

Preparing for the Workshop

This workshop is designed to provide information about reading comprehension and to prepare secondary teachers to implement Collaborative Strategic Reading with their students to promote reading comprehension. This workshop is also appropriate for reading and language arts coordinators, curriculum directors, and principals who work at the secondary level.

Materials

- Distribute a set of handouts (Section 4) to each participant prior to the beginning of the workshop.
- Have a few student samples of completed Semantic Maps, Semantic Feature Analysis Maps, and Keyword Method (see handouts in Section 4) to share with participants.
- Obtain sample student "gists" to share with participants.

Equipment

- Overhead projector/marker
- Pencils
- VCR and monitor

Room Arrangement

- The workshop is presented in a lecture and activity-based format; therefore, participants must be able to view the screen and TV/VCR. During some activities, participants will need to sit in small groups.

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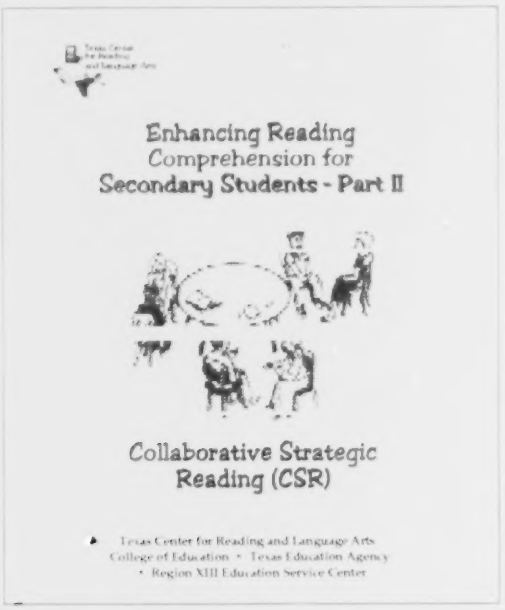
Introduction

- Use Overhead #1 to introduce the Comprehension workshop.

Overhead #1


Enhancing Reading
Comprehension for
Secondary Students - Part II
Collaborative Strategic
Reading (CSR)
Texas Center for Reading and Language Arts
College of Education • Texas Education Agency
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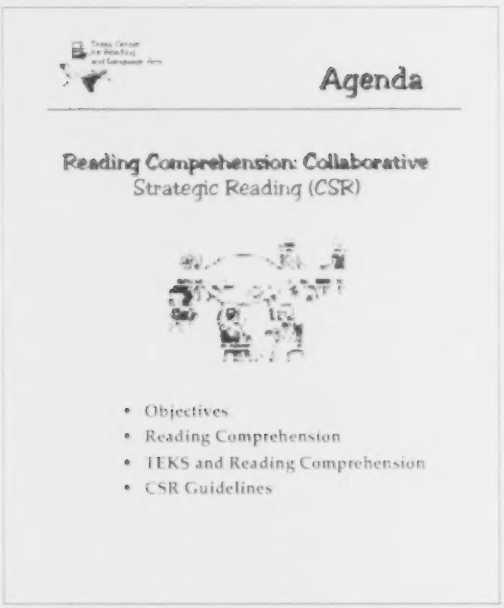
Agenda

- Use Overhead #2 to provide an organized glance of the workshop.

Note: You may want to develop your own agenda.

Overhead #2



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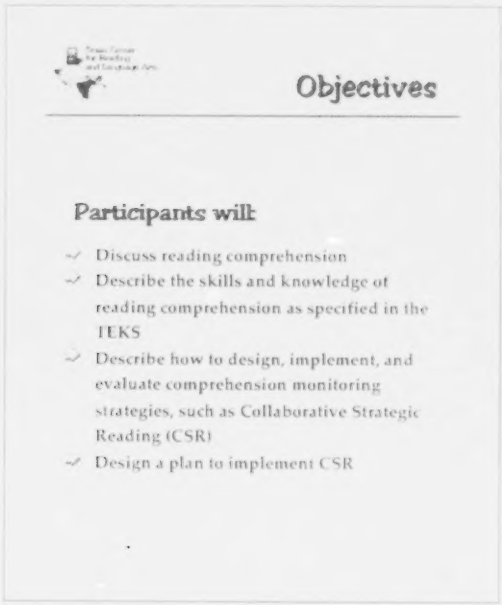
Overhead #3


Objectives
Participants will:
Discuss reading comprehension
Describe the skills and knowledge of reading comprehension as specified in the TEKS
Describe how to design, implement, and evaluate comprehension monitoring strategies, such as Collaborative Strategic Reading (CSR)
Design a plan to implement CSR

Workshop Objectives

- Use Overhead #3 to review the workshop objectives.

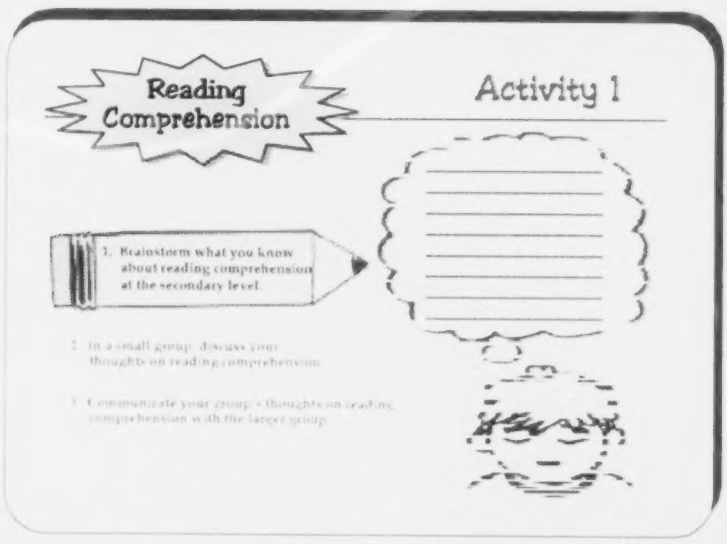
Note: You may wish to add or delete objectives depending on your audience.

Overhead #4

Note: Refer participants to activity handout.

Group Activity 1

- Guide participants in Group Activity 1.


Reading Comprehension
Activity 1
1. Brainstorm what you know about reading comprehension at the secondary level.
2. In a small group, discuss your thoughts on reading comprehension.
3. Communicate your group's thoughts on reading comprehension with the larger group.

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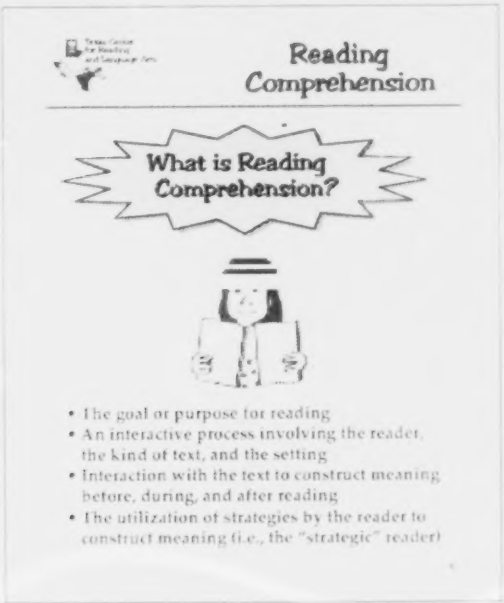
Reading Comprehension

- Use Overhead #5 to review the definition of reading comprehension.

Overhead #5

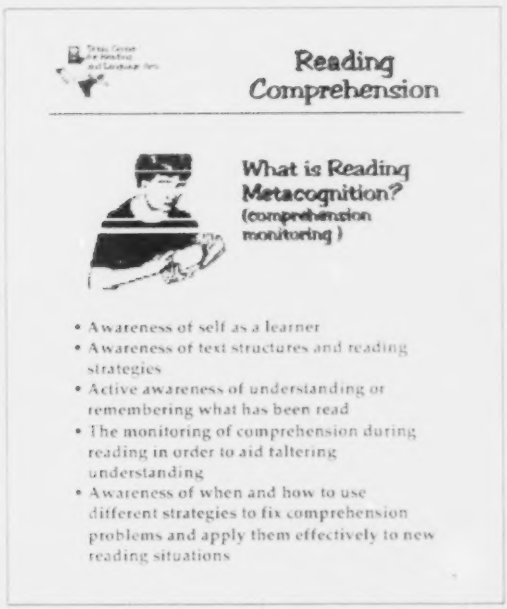

Reading Comprehension
What is Reading Comprehension?
• The goal or purpose for reading
• An interactive process involving the reader, the kind of text, and the setting
• Interaction with the text to construct meaning before, during, and after reading
• The utilization of strategies by the reader to construct meaning (i.e., the "strategic" reader)

Metacognition

- Use Overhead #6 to explain Reading Metacognition and its importance to reading comprehension.

  (Baker and Brown, 1984; Borkowski, 1992; Gordon and Pearson, 1983.)

Overhead #6


Reading Comprehension
What is Reading Metacognition?
(comprehension monitoring)
• Awareness of self as a learner
• Awareness of text structures and reading strategies
• Active awareness of understanding or remembering what has been read
• The monitoring of comprehension during reading in order to aid faltering understanding
• Awareness of when and how to use different strategies to fix comprehension problems and apply them effectively to new reading situations

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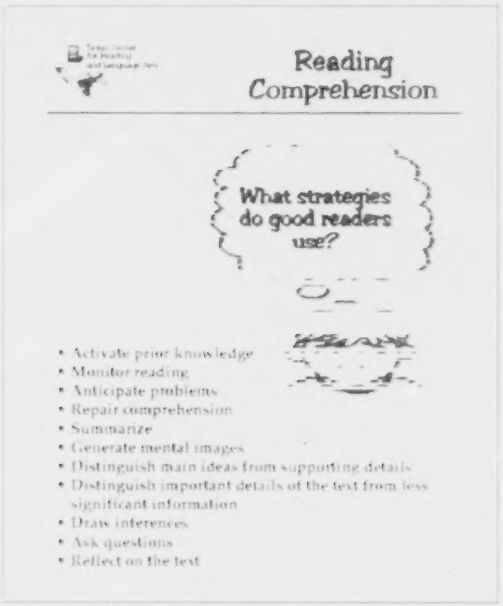
Overhead #7

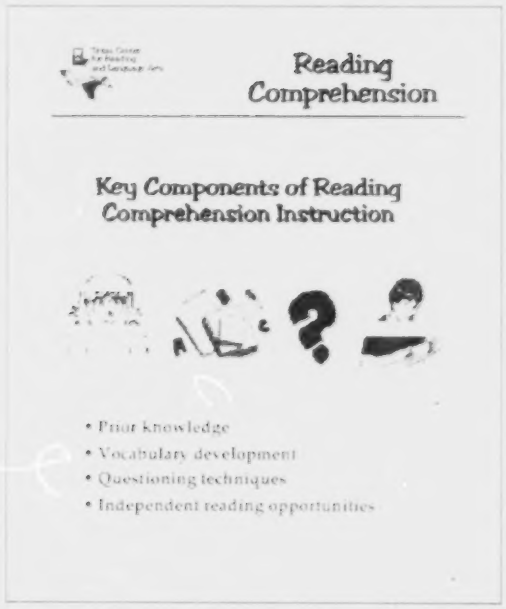

Reading Comprehension
What strategies do good readers use?
• Activate prior knowledge
• Monitor reading
• Anticipate problems
• Repair comprehension
• Summarize
• Generate mental images
• Distinguish main ideas from supporting details
• Distinguish important details of the text from less significant information
• Draw inferences
• Ask questions
• Reflect on the text

Strategies Good Readers Use

- Use Overhead #7 to review the strategies that good readers use during the reading process.

(Pressley, Brown, El-Dinary, & Afflerbach, 1995.)

Overhead #8



Comprehension Instruction

- Use Overhead #8 to present an overview of the key components of comprehension instruction.

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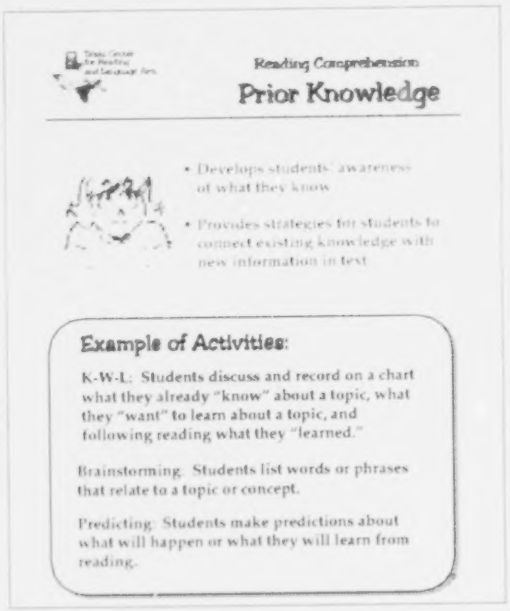
Prior Knowledge

- Use Overhead #9 to discuss the importance of prior knowledge in relation to comprehension.
- Point out examples of activities that can be used to activate students' prior knowledge.

Note: You may wish to provide specific illustrations or examples of how each activity can be implemented in the classroom.

(Billingsley & Wildman, 1990; Ogle, 1986.)

Overhead #9

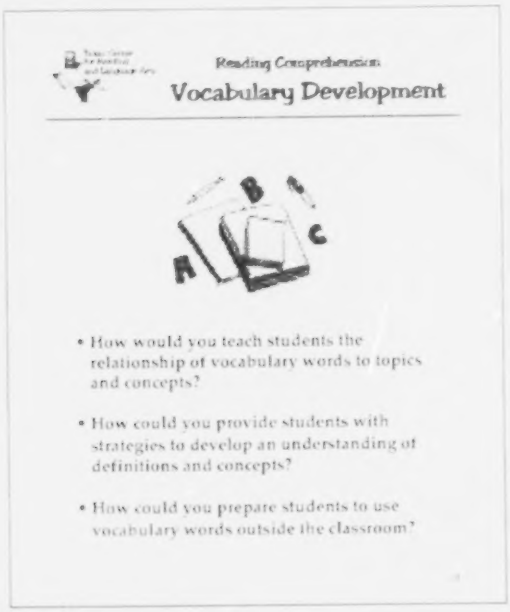

Reading Comprehension
Prior Knowledge
• Develops students' awareness of what they know
• Provides strategies for students to connect existing knowledge with new information in text
Example of Activities:
K-W-L: Students discuss and record on a chart what they already "know" about a topic, what they "want" to learn about a topic, and following reading what they "learned."
Brainstorming: Students list words or phrases that relate to a topic or concept.
Predicting: Students make predictions about what will happen or what they will learn from reading.

Vocabulary

- Use Overhead #10 to discuss the importance of vocabulary development.

(Beck & McKeown, 1991; Carlisle, 1993; Nagy & Herman, 1987.)

Overhead #10


Reading Comprehension
Vocabulary Development
A
B
C
• How would you teach students the relationship of vocabulary words to topics and concepts?
• How could you provide students with strategies to develop an understanding of definitions and concepts?
• How could you prepare students to use vocabulary words outside the classroom?

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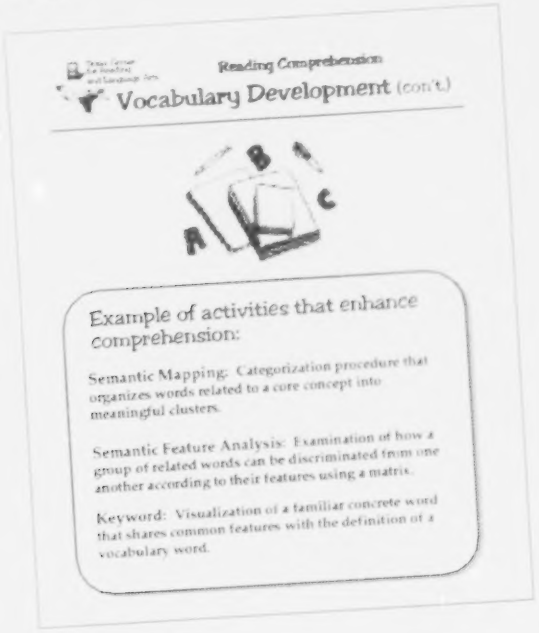
Overhead #11


Reading Comprehension
Vocabulary Development (con't.)
A
B
C
Example of activities that enhance comprehension:
Semantic Mapping: Categorization procedure that organizes words related to a core concept into meaningful clusters.
Semantic Feature Analysis: Examination of how a group of related words can be discriminated from one another according to their features using a matrix.
Keyword: Visualization of a familiar concrete word that shares common features with the definition of a vocabulary word.

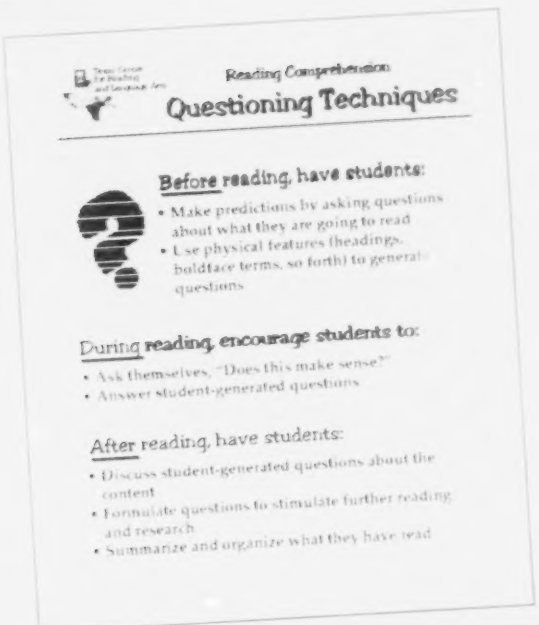
Vocabulary (con't.)

- Use Overhead #11 to explain different examples of vocabulary activities that enhance comprehension.

Note: You may wish to make overheads of the Semantic Map and Semantic Feature Analysis Map handouts to show participants how to specifically implement each activity.

Refer participants to handouts on Semantic Mapping, Semantic Feature Analysis, and Keyword Method.

Overhead #12


Reading Comprehension
Questioning Techniques
Before reading, have students:
• Make predictions by asking questions about what they are going to read
• Use physical features (headings, boldface terms, so forth) to generate questions
During reading, encourage students to:
• Ask themselves, "Does this make sense?"
• Answer student-generated questions
After reading, have students:
• Discuss student-generated questions about the content
• Formulate questions to stimulate further reading and research
• Summarize and organize what they have read

Questioning Techniques

- Use Overhead #12 to discuss how teachers can use questioning techniques to improve comprehension at different stages of the reading process.

Note: Refer participants to examples of questioning techniques that are presented in the handouts: Q-Matrix and Questions to Ask Before, During, and After Reading.

(Beck et al., 1996.)

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Independent Reading

- Use Overhead #13 to promote the importance of independent reading.
- Ask participants to brainstorm the definition of independent reading (refer to TEKS).
- Ask participants how they might foster independent reading in the class and outside the class.

Overhead #13

Reading Comprehension:

Independent Reading Opportunities

Independent Reading helps foster a positive attitude toward reading and literature.

Ways to Promote Independent Reading

- Provide all students with a rich literary environment
- Offer meaningful opportunities to read and write
- Incorporate time for reading
- Introduce and promote books
- Encourage students to share reading experiences

Reading Comprehension and the TEKS

- Use Overhead #14 to to review the Reading Comprehension component of the TEKS for Grades 4–8.

Note: Participants could be asked to generate activities for each TEK and share their ideas with the group.

Overhead #14

TEKS and Reading Comprehension, Grades 4-8

The student comprehends selections using a variety of strategies.

The student is expected to:

(a) Use his/her own knowledge and experience to comprehend
(b) Monitor his/her own comprehension and make modifications when understanding breakdowns such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
(c) Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
(d) Determine a text's main (or major) ideas and how those ideas are supported with details
(e) Paraphrase and summarize text to recall, inform, or organize ideas
(f) Draw inferences such as conclusions or generalizations and support them with text evidence and experience
(g) Find similarities and differences across texts such as in treatment, scope, or organization
(h) Answer different types and levels of questions

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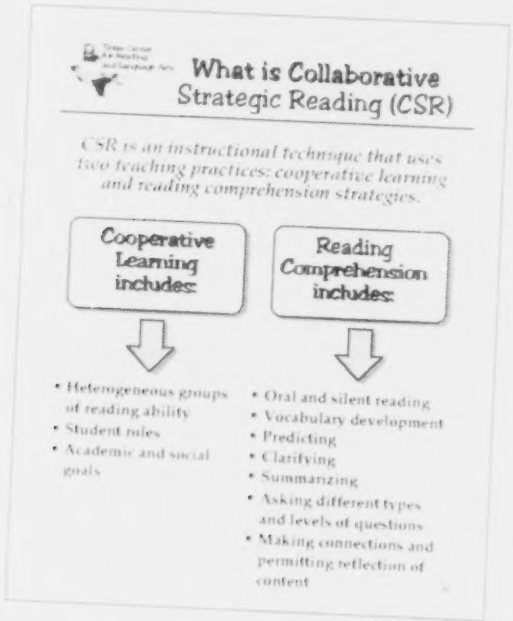
Overhead #15

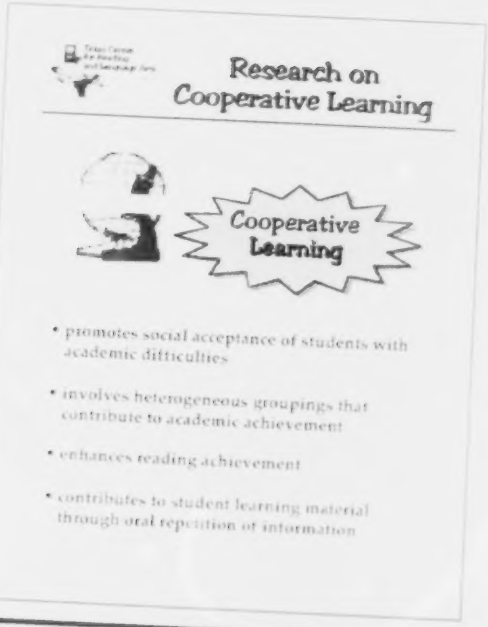

What is Collaborative Strategic Reading (CSR)
CSR is an instructional technique that uses two teaching practices: cooperative learning and reading comprehension strategies.
Cooperative Learning includes:
Reading Comprehension includes:
• Heterogeneous groups of reading ability
• Student roles
• Academic and social goals
• Oral and silent reading
• Vocabulary development
• Predicting
• Clarifying
• Summarizing
• Asking different types and levels of questions
• Making connections and permitting reflection of content

Collaborative Strategic Reading (CSR)

- Introduce Collaborative Strategic Reading (CSR).
- Discuss the components of CSR: cooperative learning and reading comprehension.
- Tell participants CSR works best with expository texts.

Note: For further information on CSR see Klingner & Vaughn, 1996, 1998; Klingener, Vaughn, & Schumm (in press).

Overhead #16


Research on Cooperative Learning
Cooperative Learning
• promotes social acceptance of students with academic difficulties
• involves heterogeneous groupings that contribute to academic achievement
• enhances reading achievement
• contributes to student learning material through oral repetition of information

Research on Cooperative Learning

- Use Overhead #16 to show what the research says about cooperative learning and reading comprehension.

Note: Refer participants to workshops devoted exclusively to cooperative learning if they are unfamiliar with this approach to teaching.

Research on CSR

- Use Overhead #17 to show what the research says about Collaborative Strategic Reading (CSR).

Overhead #17

Research on CSR
Collaborative Strategic Reading
• enhances the reading comprehension skills of students with different reading abilities (e.g., high and low achievers, reading disabilities)
• helps diverse students develop reading comprehension skills

What Teachers Report About CSR

- Use Overhead #18 to discuss what teachers report about implementing CSR in reading classrooms.

Overhead #18

Collaborative Strategic Reading
What do teachers report about CSR?
Teachers report that students...
• show improvement on achievement test scores
• exhibit improved reading skills
• transfer the strategies to other tasks
• recommend that teachers use CSR

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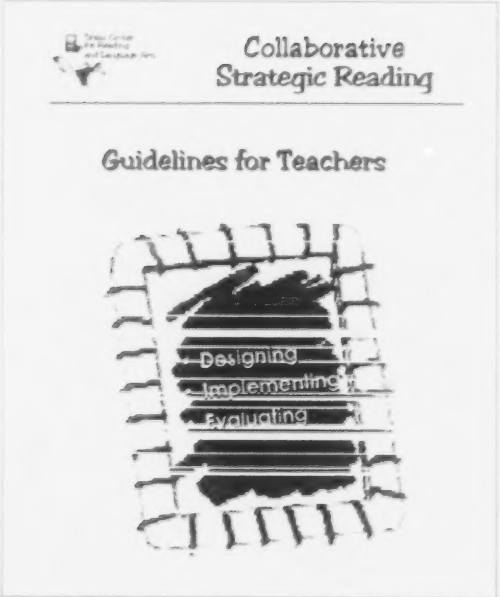
Overhead #19

Show Time

- Use Overhead #19 to introduce the video, "Reading Fluency: Principles for Instruction and Progress Monitoring."
- Tell particpants that the video presents a look at CSR being implemented in Texas middle school classrooms.

Overhead #20



CSR Guidelines

- Use Overhead #20 to introduce the three guidelines for using CSR in the classroom.

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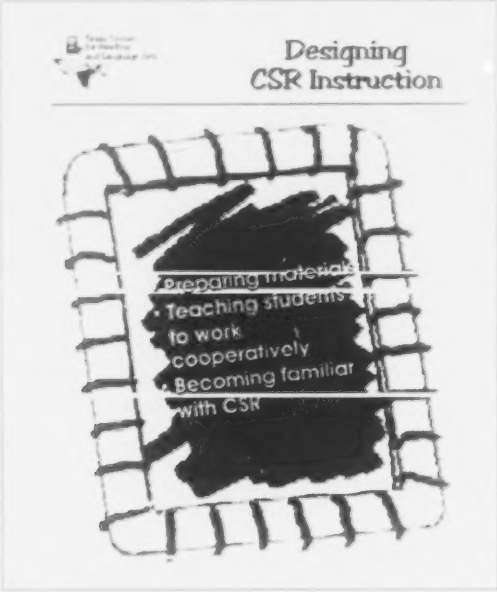
Steps in Designing CSR

- Use Overhead #21 to point out the three steps for designing CSR instruction

Overhead #21

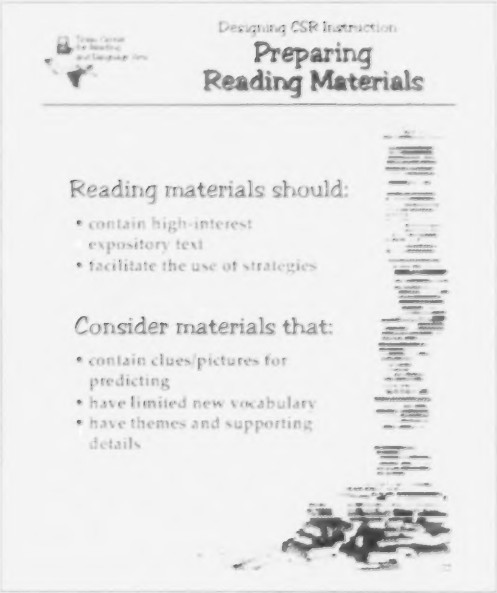


Preparation of Material

- Use Overhead #22 to address the types of materials that are appropriate for CSR instruction.

Note: Refer paticipants to Implementation Tips for Teachers (handouts).

Overview #22



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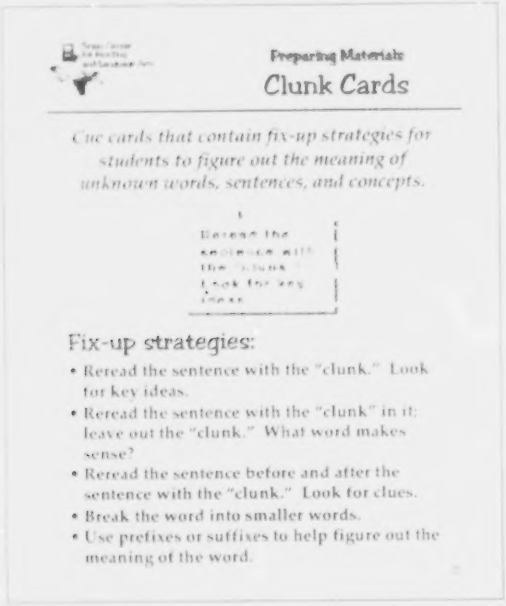
Overhead #23

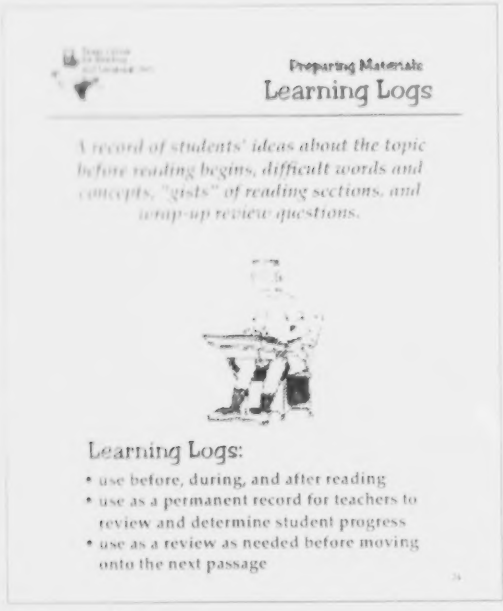

Preparing Materials
Clunk Cards
Cue cards that contain fix-up strategies for students to figure out the meaning of unknown words, sentences, and concepts.
Fix-up strategies:
• Reread the sentence with the "clunk." Look for key ideas.
• Reread the sentence with the "clunk" in it; leave out the "clunk." What word makes sense?
• Reread the sentence before and after the sentence with the "clunk." Look for clues.
• Break the word into smaller words.
• Use prefixes or suffixes to help figure out the meaning of the word.

Clunk Card

- Use Overhead #23 to explain Clunk Cards and how they are used by students as fix-up strategies during CSR.

Note: Refer participants to Clunk Card (handouts).

Overhead #24


Preparing Materials
Learning Logs
A record of students' ideas about the topic before reading begins, difficult words and concepts, "gists" of reading sections, and wrap-up review questions.
Learning Logs:
• use before, during, and after reading
• use as a permanent record for teachers to review and determine student progress
• use as a review as needed before moving onto the next passage

Learning Logs

- Use Overhead #24 to explain Learning Logs and their use during CSR.

Note: Refer particpants to the Learning Logs handout.

- Point out the importance of using student folders to organize all CSR materials and how it simplifies using CSR in different classes (as students move from class to class).

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Cooperative Learning Cue Sheets

- Use Overhead #25 to explain Cue Sheets that identify possible roles for students within their cooperative groups.

Note: Refer participants to the Leader's Cue Sheet handout for the CSR leader.

- Point out that teachers can make color-coded cards for each role. (The role can be written on one side of the card and the person's responsibilities on the other).

Overhead #25

Preparing Materials

Cooperative Learning Cue Sheets

Scripts students use that specify their CSR roles and responsibilities.

Possible roles include:

- **Leader:** Helps the group implement the assignment by focusing on the strategies to be used.
- **Clunk Expert:** Reminds students of the steps to follow for figuring out a word.
- **Gist Expert:** Reminds students how to figure out the main idea.
- **Announcer:** Calls on members to read or share an idea.

Cooperative Learning

- Use Overhead #26 to describe the steps of working cooperatively.

Overhead #26

Designing CSR Instruction

Teaching Students to Work Cooperatively

Steps to working cooperatively:

- Assign students to groups (consider a balance of ethnicity, achievement, gender, and friendship)
- Assign roles to students (have them practice their CSR roles)
- Model how to work in a group cooperatively
- Assign a group activity to promote interdependence to complete the work
- Monitor group progress with social and academic goals

Overhead #27

Designing CSR Instruction

Becoming Familiar with CSR

Step 1:
Whole Class Introduction

Set the stage for the lesson:

- Tell students the topic
- Connect the topic to previous lessons
- Teach key vocabulary
- Identify proper nouns
- Provide instructions such as pages to read, amount of time for lesson, and activity to complete when done with CSR

Whole Class Introduction

- Use Overhead #27 (Step 1) to explain how to introduce the CSR lesson to the whole class.

Note: Refer participants to A Plan for Strategic Reading handout. You may wish to make an overhead of this handout to present an overview of the four strategies used before, during, and after reading.

Overhead #28

Designing CSR Instruction

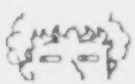
Becoming Familiar with CSR (con't.)

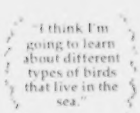
Step 2:
Previewing Strategy

Brainstorming:

- Students tell what they know about the topic.

Rationale: Activates background knowledge





Predicting:

- Students tell what they think they will learn.

Rationale: Activates background knowledge and motivates students to read a passage to see if their predictions are correct.

Previewing

- Use Overhead #28 (Step 2) to explain Previewing and its two components: brainstorming and predicting.
- Include the questions that students should ask themselves during each stage and the rationale for each part.
- Remind participants that students record previewing ideas on their learning logs.

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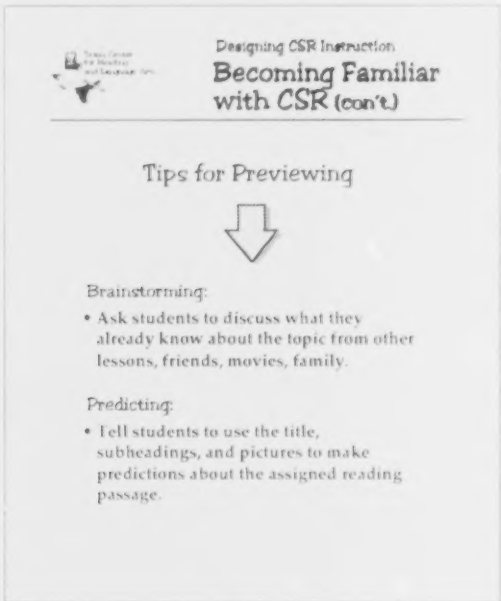
Previewing Tips

- Use Overhead #29 to point out how teachers can specifically instruct students to do each previewing part.

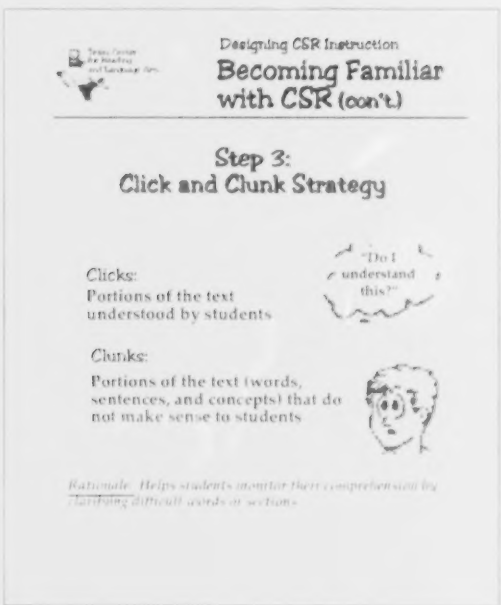
Overhead #29


Designing CSR Instruction
Becoming Familiar with CSR (con't.)
Tips for Previewing
Brainstorming:
• Ask students to discuss what they already know about the topic from other lessons, friends, movies, family.
Predicting:
• Tell students to use the title, subheadings, and pictures to make predictions about the assigned reading passage.

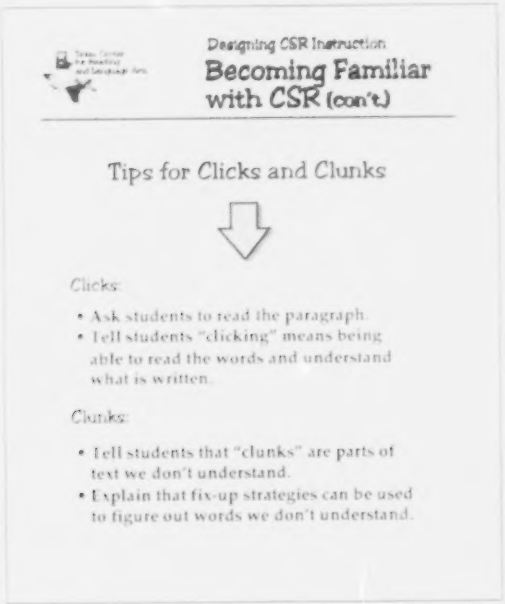
Click and Clunk

- Use Overhead #30 (Step 3) to explain Clicks and Clunks and the rationale for each.
- Include the questions that students should ask themselves to help them monitor their understanding.

Overhead #30


Designing CSR Instruction
Becoming Familiar with CSR (con't.)
Step 3:
Click and Clunk Strategy
Clicks:
Portions of the text understood by students
"Do I understand this?"
Clunks:
Portions of the text (words, sentences, and concepts) that do not make sense to students
Rationale: Helps students monitor their comprehension by clarifying difficult words or sections.

Overhead #31

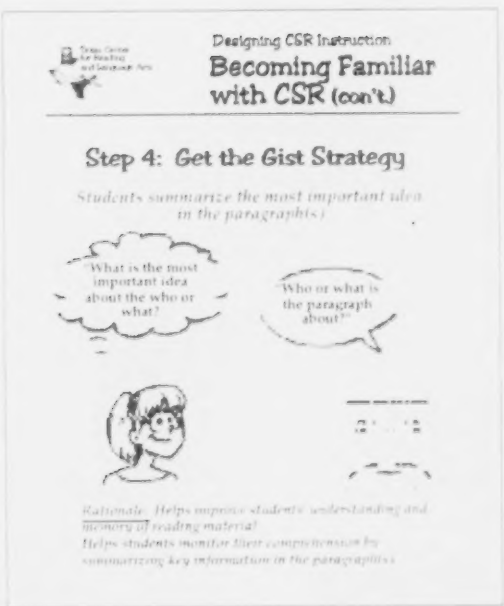

Designing CSR Instruction
Becoming Familiar with CSR (con't.)
Tips for Clicks and Clunks
Clicks:
• Ask students to read the paragraph.
• Tell students "clicking" means being able to read the words and understand what is written.
Clunks:
• Tell students that "clunks" are parts of text we don't understand.
• Explain that fix-up strategies can be used to figure out words we don't understand.

Click and Clunk Tips

- Use Overhead #31 to point out how teachers can specifically instruct students to understand Clicks and Clunks.

Note: Refer to Overhead #23 for the list of fix-up strategies.

Overhead #32


Designing CSR Instruction
Becoming Familiar with CSR (con't.)
Step 4: Get the Gist Strategy
Students summarize the most important idea in the paragraph(s).
"What is the most important idea about the who or what?
"Who or what is the paragraph about?"
Rationale: Helps improve students' understanding and memory of reading material.
Helps students monitor their comprehension by summarizing key information in the paragraph(s).

Get the Gist

- Use Overhead #32 (Step 4) to explain Get the Gist and the rationale for this strategy.
- Include questions that students should ask themselves to help them determine the main idea of the passage.

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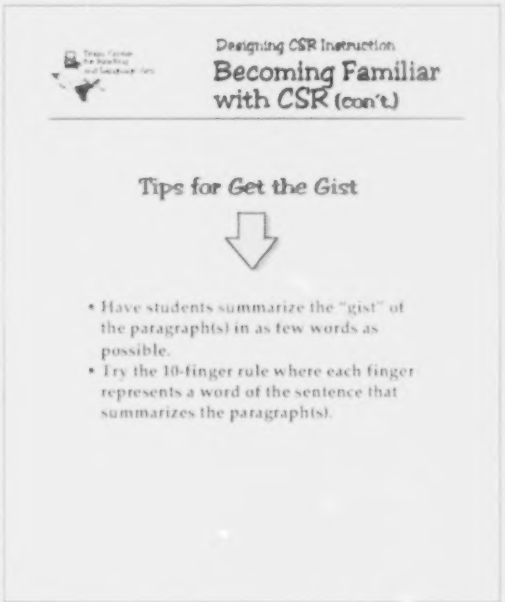
Get the Gist Tips

- Use Overhead #33 to point out how teachers can specifically instruct students to get the gist of what they read.

Note: The "gist" can be illustrated by sharing "gists" from student work.

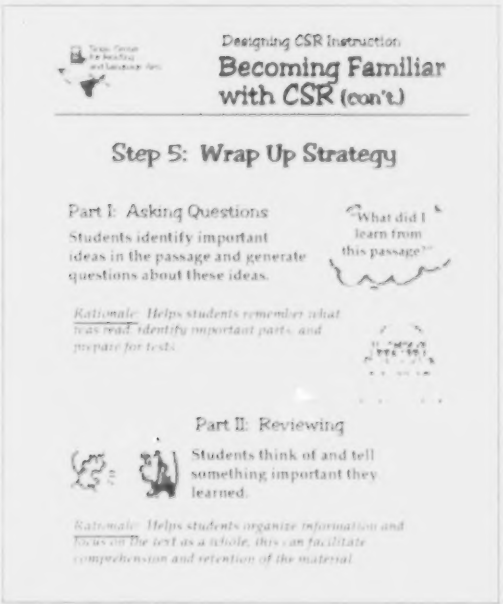
Overhead #33


Designing CSR Instruction
Becoming Familiar with CSR (con't.)
Tips for Get the Gist
• Have students summarize the "gist" of the paragraph(s) in as few words as possible.
• Try the 10-finger rule where each finger represents a word of the sentence that summarizes the paragraph(s).

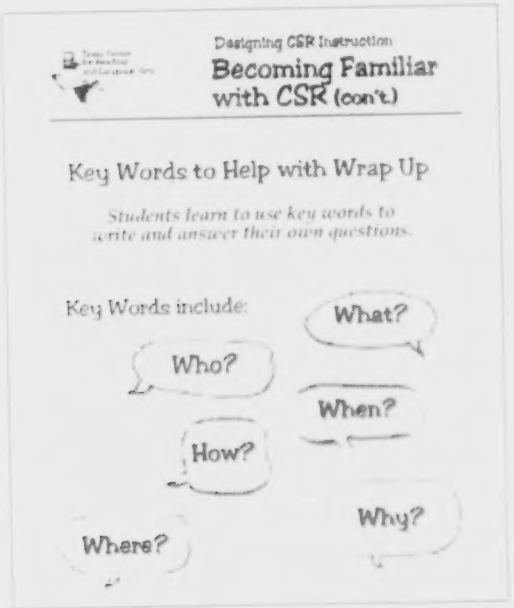
Wrap Up

- Use Overhead #34 (Step 5) to explain the two parts of Wrap Up and the rationale for each.
- Include the questions that students should ask themselves to help them generate appropriate questions about the passage.

Overhead #34


Designing CSR Instruction
Becoming Familiar with CSR (con't.)
Step 5: Wrap Up Strategy
Part I: Asking Questions
Students identify important ideas in the passage and generate questions about these ideas.
"What did I learn from this passage?"
Rationale: Helps students remember what is read, identify important parts, and prepare for tests.
Part II: Reviewing
Students think of and tell something important they learned.
Rationale: Helps students organize information and focus on the text as a whole, this can facilitate comprehension and retention of the material.

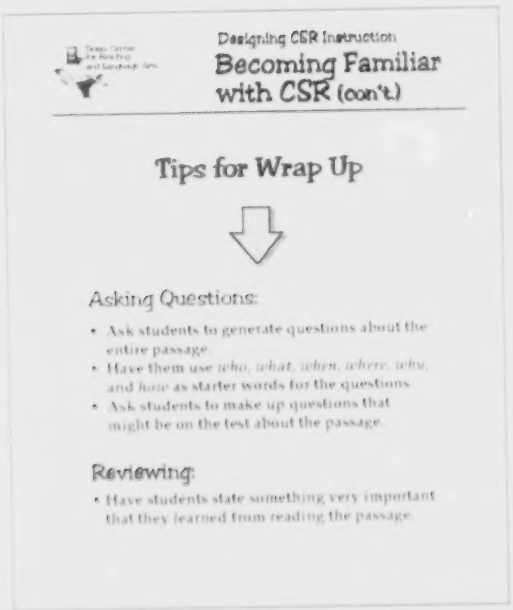
Overhead #35



Key Word for Wrap Up

- Use Overhead #35 to review key words that students can use when writing and answering CSR questions.

Overhead #36


Designing CSR Instruction:
Becoming Familiar with CSR (con't.)
Tips for Wrap Up
Asking Questions:
• Ask students to generate questions about the entire passage.
• Have them use *who, what, when, where, why,* and *how* as starter words for the questions.
• Ask students to make up questions that might be on the test about the passage.
Reviewing:
• Have students state something very important that they learned from reading the passage.

Wrap Up Tips

- Use Overhead #36 to point out how teachers can specifically instruct students to wrap up CSR.

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Whole Class Wrap Up

- Use Overhead #37 to explain how teachers wrap up CSR in a whole group setting.
- Include the rationale for the strategy.

Note: Refer participants to the Q-Matrix handout as a tool for generating Wrap-up questions to stimulate discussion about what students have read.

Overhead #37

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Step 6: Whole Class Wrap Up Strategy

Teachers discuss the reading passage with the whole class.

Rationale: Provides students opportunities to hear other ideas and questions about the passage; serves as a good synthesis activity.

Whole Class Wrap Up Tips

- Use Overhead #38 to point out how teachers wrap up whole class CSR instruction.
- Have participants identify vocabulary words and concepts from their content area lessons that might be "clunks" for students.

Overhead #38

Designing CSR Instruction

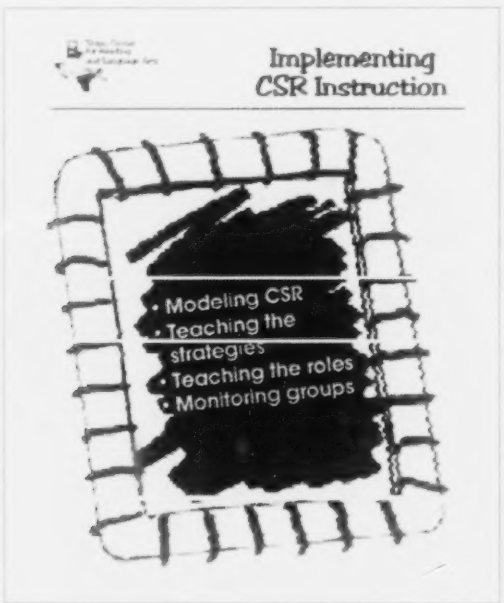
Becoming Familiar with CSR (con't.)

Tips for Whole Class Wrap Up

Have students...

- review clunks
- share some of their groups' questions
- answer the questions
- share some of their review ideas

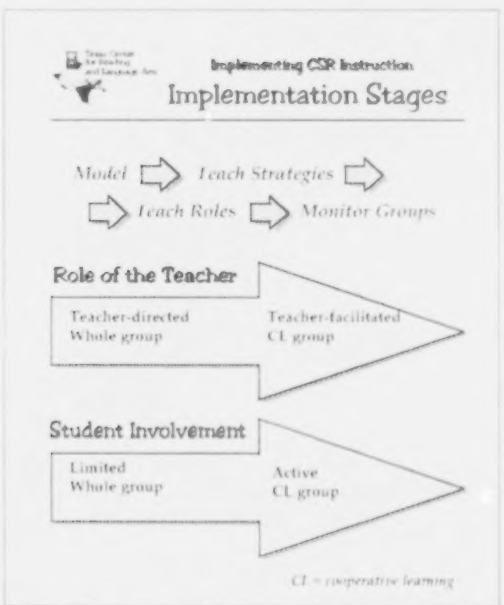
Overhead #39



CSR Implementation

- Use Overhead #39 to introduce the four steps teachers will use to implenent CSR in the classroom.

Overhead #40



Stages of Implementation

- Use Overhead #40 to explain the implementation stages of CSR (e.g., model, teach strategies), and the progression from teacher-driven to student-driven instruction.

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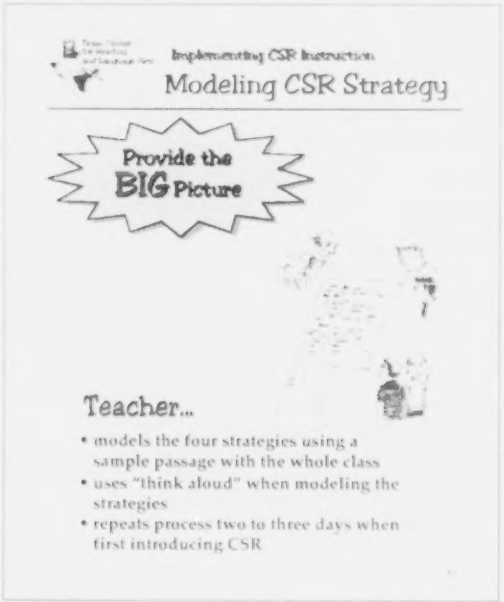
Modeling

- Use Overhead #41 to explain how teachers model the CSR strategies for the students.

Note: Teachers talk out loud to demonstrate the thinking process when using the strategies.

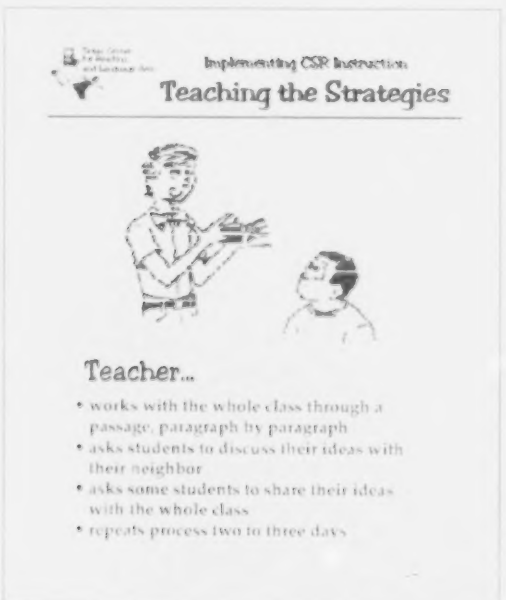
Overhead #41


Implementing CSR Instruction
Modeling CSR Strategy
Provide the BIG Picture
Teacher...
• models the four strategies using a sample passage with the whole class
• uses "think aloud" when modeling the strategies
• repeats process two to three days when first introducing CSR

Teaching the Strategies

- Use Overhead #42 to discuss how the teacher teaches each strategy to the whole group.

Overhead #42


Implementing CSR Instruction
Teaching the Strategies
Teacher...
• works with the whole class through a passage, paragraph by paragraph
• asks students to discuss their ideas with their neighbor
• asks some students to share their ideas with the whole class
• repeats process two to three days

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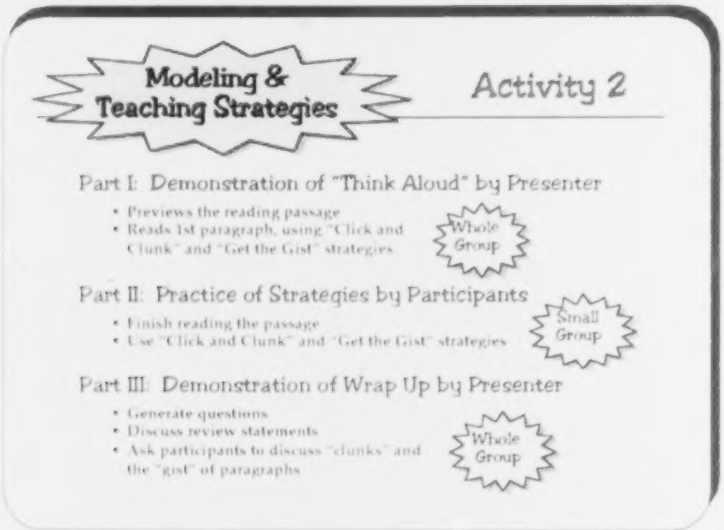
Overhead #43

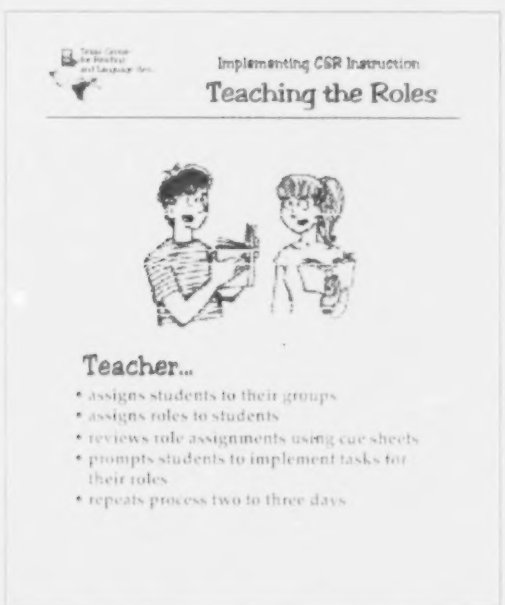
Note: Refer participants to Seabirds, Click and Clunk Cards, and Learning Logs handouts.

Group Activity 2

- Guide participants in Group Activity 2.


Modeling & Teaching Strategies
Activity 2
Part I: Demonstration of "Think Aloud" by Presenter
• Previews the reading passage
• Reads 1st paragraph, using "Click and Clunk" and "Get the Gist" strategies
Whole Group
Part II: Practice of Strategies by Participants
• Finish reading the passage
• Use "Click and Clunk" and "Get the Gist" strategies
Small Group
Part III: Demonstration of Wrap Up by Presenter
• Generate questions
• Discuss review statements
• Ask participants to discuss "clunks" and the "gist" of paragraphs
Whole Group

Overhead #44


Implementing CSR Instruction
Teaching the Roles
Teacher...
• assigns students to their groups
• assigns roles to students
• reviews role assignments using cue sheets
• prompts students to implement tasks for their roles
• repeats process two to three days

CSR Roles

- Use Overhead #44 to explain how to teach students about the different roles and responsibilities for individuals within their group.

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Monitoring Cooperative Learning

- Use Overhead #45 to discuss ways that teachers monitor and assist students for effective CSR interaction and learning.
- Emphasize that teachers should conduct a whole class introduction before having students work in cooperative learning groups and conduct a whole class wrap up.

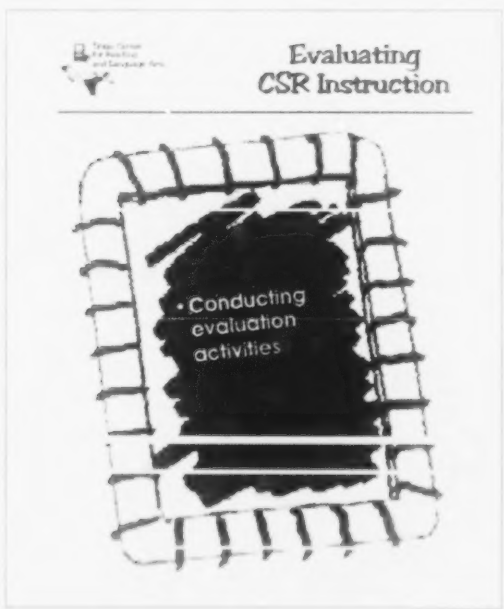
Overhead #45

Implementing CSR Instruction
Monitoring Cooperative Learning Groups
Teacher...
• discusses rules for working cooperatively
• assigns the reading passage and has students begin CSR
• reminds students about role responsibilities
• circulates and provides assistance for behavior, "clunks", "gists," and so forth

Evaluating CSR Instruction

- Use Overhead #46 to introduce the final section of CSR.

Overhead #46



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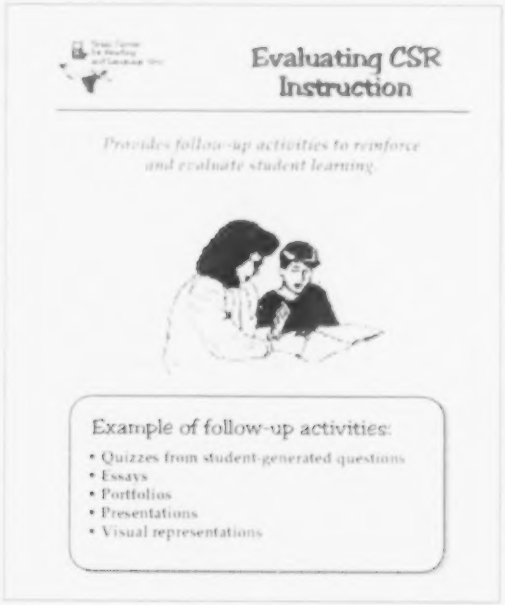
Overhead #47



Evaluation Activities

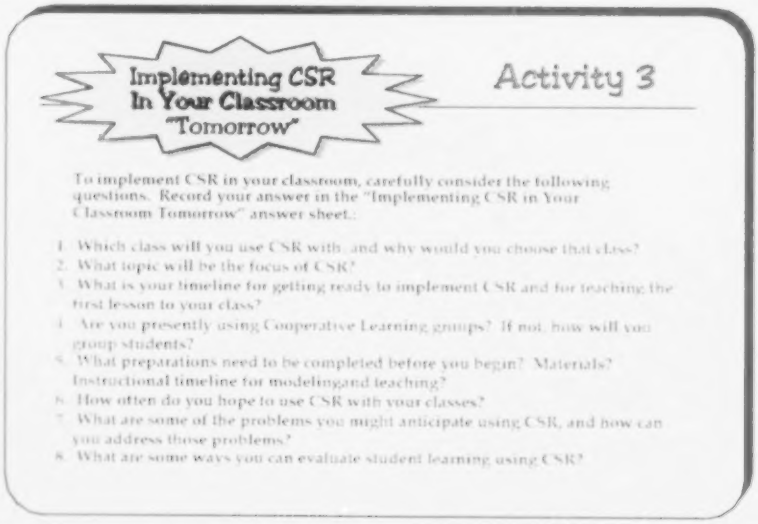
- Use Overhead #47 to review different types of activities that teachers can use to evaluate the effectiveness of CSR instruction.

Overhead #48

Note: Refer participants to Implementing CSR in your Classroom Tomorrow and Implementation Tips for Teachers handouts.

Group Activity 3

- Guide participants in Group Activity 3.


Implementing CSR In Your Classroom "Tomorrow"
Activity 3
To implement CSR in your classroom, carefully consider the following questions. Record your answer in the "Implementing CSR in Your Classroom Tomorrow" answer sheet.:
1. Which class will you use CSR with, and why would you choose that class?
2. What topic will be the focus of CSR?
3. What is your timeline for getting ready to implement CSR and for teaching the first lesson to your class?
4. Are you presently using Cooperative Learning groups? If not, how will you group students?
5. What preparations need to be completed before you begin? Materials? Instructional timeline for modeling and teaching?
6. How often do you hope to use CSR with your classes?
7. What are some of the problems you might anticipate using CSR, and how can you address those problems?
8. What are some ways you can evaluate student learning using CSR?

3. Overheads

Texas Center for Reading and Language Arts

Enhancing Reading Comprehension for Secondary Students - Part II

Collaborative Strategic Reading (CSR)

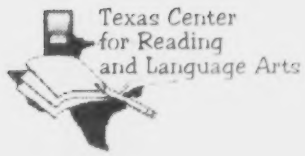
Texas Center for Reading and Language Arts
College of Education • Texas Education Agency
• Region XIII Education Service Center

Texas Center for Reading and Language Arts

Agenda

Reading Comprehension: Collaborative Strategic Reading (CSR)

- Objectives
- Reading Comprehension
- TEKS and Reading Comprehension
- CSR Guidelines



Objectives

Participants will:

- Discuss reading comprehension
- Describe the skills and knowledge of reading comprehension as specified in the TEKS
- Describe how to design, implement, and evaluate comprehension monitoring strategies, such as Collaborative Strategic Reading (CSR)
- Design a plan to implement CSR

Reading Comprehension

What is Reading Comprehension?

- The goal or purpose for reading
- An interactive process involving the reader, the kind of text, and the setting
- Interaction with the text to construct meaning before, during, and after reading
- The utilization of strategies by the reader to construct meaning (i.e., the "strategic" reader)

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Reading Comprehension

What is Reading Metacognition? (comprehension monitoring)

- Awareness of self as a learner
- Awareness of text structures and reading strategies
- Active awareness of understanding or remembering what has been read
- The monitoring of comprehension during reading in order to aid faltering understanding
- Awareness of when and how to use different strategies to fix comprehension problems and apply them effectively to new reading situations

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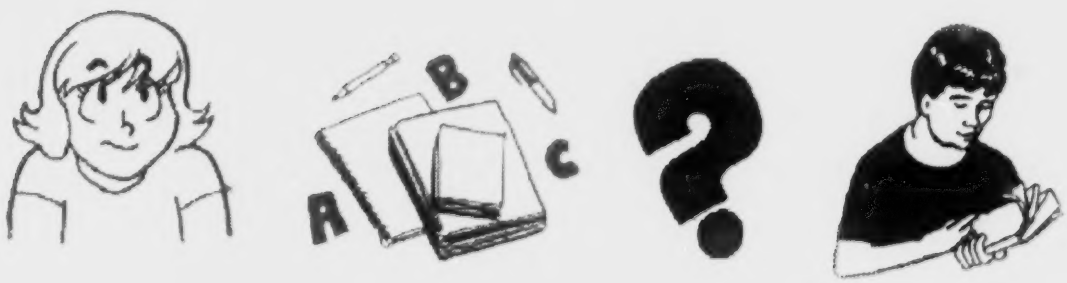
Reading Comprehension

- Activate prior knowledge
- Monitor reading
- Anticipate problems
- Repair comprehension
- Summarize
- Generate mental images
- Distinguish main ideas from supporting details
- Distinguish important details of the text from less significant information
- Draw inferences
- Ask questions
- Reflect on the text

Key Components of Reading Comprehension Instruction



- Prior knowledge
- Vocabulary development
- Questioning techniques
- Independent reading opportunities

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Reading Comprehension

Prior Knowledge

- Develops students' awareness of what they know
- Provides strategies for students to connect existing knowledge with new information in text

Example of Activities:

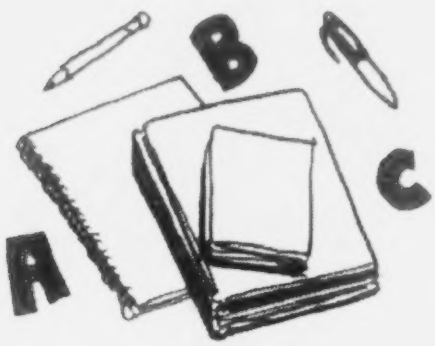
K-W-L: **Students discuss and record on a chart what they already "know" about a topic, what they "want" to learn about a topic, and following reading what they "learned."**

Brainstorming: **Students list words or phrases that relate to a topic or concept.**

Predicting: **Students make predictions about what will happen or what they will learn from reading.**

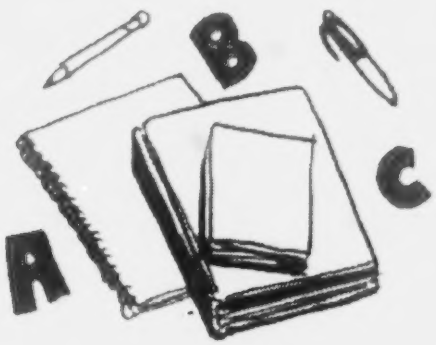
Reading Comprehension

Vocabulary Development



- How would you teach students the relationship of vocabulary words to topics and concepts?
- How could you provide students with strategies to develop an understanding of definitions and concepts?
- How could you prepare students to use vocabulary words outside the classroom?

Vocabulary Development (con't.)



Example of activities that enhance comprehension:

Semantic Mapping: **Categorization procedure that organizes words related to a core concept into meaningful clusters.**

Semantic Feature Analysis: **Examination of how a group of related words can be discriminated from one another according to their features using a matrix.**

Keyword: **Visualization of a familiar concrete word that shares common features with the definition of a vocabulary word.**

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Reading Comprehension

Questioning Techniques

Before reading, have students:

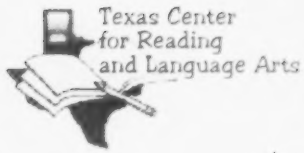
- Make predictions by asking questions about what they are going to read
- Use physical features (headings, boldface terms, so forth) to generate questions

During reading, encourage students to:

- Ask themselves, "Does this make sense?"
- Answer student-generated questions

After reading, have students:

- Discuss student-generated questions about the content
- Formulate questions to stimulate further reading and research
- Summarize and organize what they have read



Reading Comprehension

Independent Reading Opportunities

Independent Reading helps foster a positive attitude toward reading and literature.

Ways to Promote Independent Reading

- **Provide all students with a rich literary environment**
- **Offer meaningful opportunities to read and write**
- **Incorporate time for reading**
- **Introduce and promote books**
- **Encourage students to share reading experiences**

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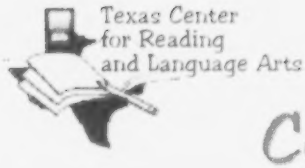
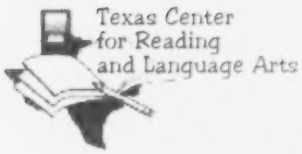


TEKS and Reading Comprehension, Grades 4-8

The student comprehends selections using a variety of strategies.

The student is expected to:

(a) Use his/her own knowledge and experience to comprehend
(b) Monitor his/her own comprehension and make modifications when understanding breakdowns such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions
(c) Use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information
(d) Determine a text's main (or major) ideas and how those ideas are supported with details
(e) Paraphrase and summarize text to recall, inform, or organize ideas
(f) Draw inferences such as conclusions or generalizations and support them with text evidence and experience
(g) Find similarities and differences across texts such as in treatment, scope, or organization
(h) Answer different types and levels of questions



What is Collaborative Strategic Reading (CSR)

CSR is an instructional technique that uses two teaching practices: cooperative learning and reading comprehension strategies.

Cooperative Learning includes:

- Heterogeneous groups of reading ability
- Student roles
- Academic and social goals

Reading Comprehension includes:

- Oral and silent reading
- Vocabulary development
- Predicting
- Clarifying
- Summarizing
- Asking different types and levels of questions
- Making connections and permitting reflection of content

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Research on Cooperative Learning

- promotes social acceptance of students with academic difficulties
- involves heterogeneous groupings that contribute to academic achievement
- enhances reading achievement
- contributes to student learning material through oral repetition of information

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Research on CSR

Collaborative Strategic Reading

- enhances the reading comprehension skills of students with different reading abilities (e.g., high and low achievers, reading disabilities)

- helps diverse students develop reading comprehension skills

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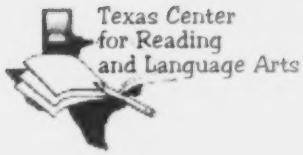

Collaborative Strategic Reading

What do teachers report about CSR?

Teachers report that students...

- show improvement on achievement test scores
- exhibit improved reading skills
- transfer the strategies to other tasks
- recommend that teachers use CSR

SHOW
TIME !!!

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Collaborative Strategic Reading

Guidelines for Teachers

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Designing CSR Instruction

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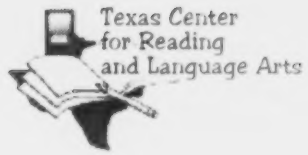


Designing CSR Instruction

Preparing Reading Materials

Reading materials should:

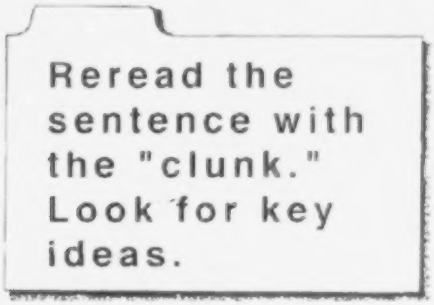
- contain high-interest expository text
- facilitate the use of strategies

Consider materials that:

- contain clues/pictures for predicting
- have limited new vocabulary
- have themes and supporting details

Clunk Cards

Cue cards that contain fix-up strategies for students to figure out the meaning of unknown words, sentences, and concepts.



Fix-up strategies:

- Reread the sentence with the "clunk." Look for key ideas.
- Reread the sentence with the "clunk" in it; leave out the "clunk." What word makes sense?
- Reread the sentence before and after the sentence with the "clunk." Look for clues.
- Break the word into smaller words.
- Use prefixes or suffixes to help figure out the meaning of the word.

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Preparing Materials

Learning Logs

A record of students' ideas about the topic before reading begins, difficult words and concepts, "gists" of reading sections, and wrap-up review questions.

Learning Logs:

- **use before, during, and after reading**
- **use as a permanent record for teachers to review and determine student progress**
- **use as a review as needed before moving onto the next passage**

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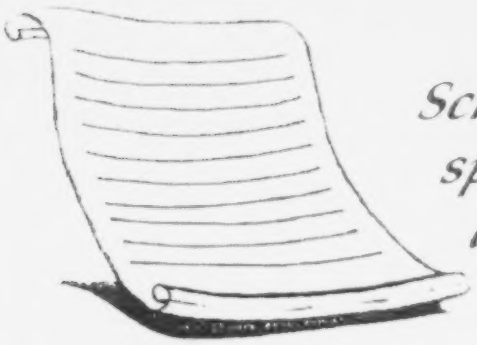
Preparing Materials

Cooperative Learning Cue Sheets



Scripts students use that specify their CSR roles and responsibilities.

Possible roles include:

- Leader: **Helps the group implement the assignment by focusing on the strategies to be used.**
- Clunk Expert: **Reminds students of the steps to follow for figuring out a word.**
- Gist Expert: **Reminds students how to figure out the main idea.**
- Announcer: **Calls on members to read or share an idea.**

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Designing CSR Instruction

Teaching Students to Work Cooperatively

Steps to working cooperatively:

- Assign students to groups (consider a balance of ethnicity, achievement, gender, and friendship)
- Assign roles to students (have them practice their CSR roles)
- Model how to work in a group cooperatively
- Assign a group activity to promote interdependence to complete the work
- Monitor group progress with social and academic goals

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Designing CSR Instruction

Becoming Familiar with CSR

Step 1:
Whole Class Introduction

Set the stage for the lesson:

- **Tell students the topic**
- **Connect the topic to previous lessons**
- **Teach key vocabulary**
- **Identify proper nouns**
- **Provide instructions such as pages to read, amount of time for lesson, and activity to complete when done with CSR**

Becoming Familiar with CSR (con't.)

Step 2: Previewing Strategy

"What do I already know about the topic?"

Brainstorming:

- **Students tell what they know about the topic.**

Rationale: Activates background knowledge.

"I think I'm going to learn about different types of birds that live in the sea."

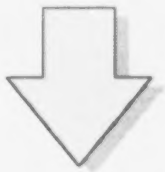
Predicting:

- **Students tell what they think they will learn.**

Rationale: Activates background knowledge and motivates students to read a passage to see if their predictions are correct.

Becoming Familiar with CSR (con't.)

Tips for Previewing



Brainstorming:

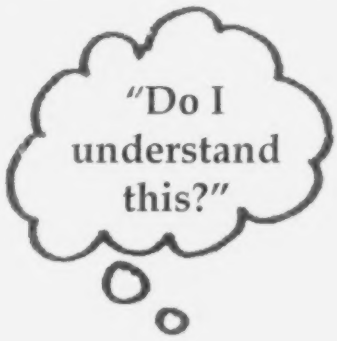
- **Ask students to discuss what they already know about the topic from other lessons, friends, movies, family.**

Predicting:

- **Tell students to use the title, subheadings, and pictures to make predictions about the assigned reading passage.**

Becoming Familiar with CSR (con't.)

Step 3: Click and Clunk Strategy



Clicks:

Portions of the text understood by students

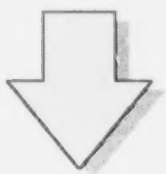
Clunks:

Portions of the text (words, sentences, and concepts) that do not make sense to students

Rationale: Helps students monitor their comprehension by clarifying difficult words or sections.

Becoming Familiar with CSR (con't.)

Tips for Clicks and Clunks



Clicks:

- Ask students to read the paragraph.
- Tell students "clicking" means being able to read the words and understand what is written.

Clunks:

- Tell students that "clunks" are parts of text we don't understand.
- Explain that fix-up strategies can be used to figure out words we don't understand.

Becoming Familiar with CSR (con't.)

Step 4: Get the Gist Strategy

Students summarize the most important idea in the paragraph(s)

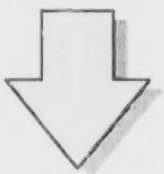
"What is the most important idea about the who or what?

"Who or what is the paragraph about?"

Rationale: Helps improve students' understanding and memory of reading material.
Helps students monitor their comprehension by summarizing key information in the paragraph(s).

Becoming Familiar with CSR (con't.)

Tips for Get the Gist



- Have students summarize the "gist" of the paragraph(s) in as few words as possible.
- Try the 10-finger rule where each finger represents a word of the sentence that summarizes the paragraph(s).

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Step 5: Wrap Up Strategy

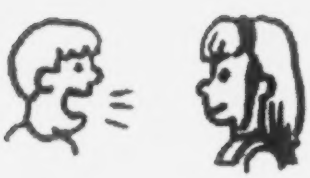
Part I: Asking Questions

Students identify important ideas in the passage and generate questions about these ideas.

"What did I learn from this passage?"

Rationale: Helps students remember what was read, identify important parts, and prepare for tests.

Part II: Reviewing



Students think of and tell something important they learned.

Rationale: Helps students organize information and focus on the text as a whole; this can facilitate comprehension and retention of the material.

Becoming Familiar with CSR (con't.)

Key Words to Help with Wrap Up

Students learn to use key words to write and answer their own questions.

Key Words include:

What?

Who?

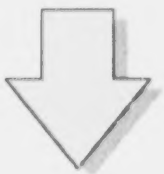
How?

Why?

Where?

Becoming Familiar with CSR (con't.)

Tips for Wrap Up



Asking Questions:

- Ask students to generate questions about the entire passage.
- Have them use *who, what, when, where, why,* and *how* as starter words for the questions.
- Ask students to make up questions that might be on the test about the passage.

Reviewing:

- Have students state something very important that they learned from reading the passage.

Becoming Familiar with CSR (con't.)

Step 6: Whole Class Wrap Up Strategy

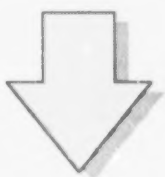
Teachers discuss the reading passage with the whole class.

Rationale: Provides students opportunities to hear other ideas and questions about the passage; serves as a good synthesis activity.

Designing CSR Instruction

Becoming Familiar with CSR (con't.)

Tips for Whole Class Wrap Up



Have students...

- review clunks
- share some of their groups' questions
- answer the questions
- share some of their review ideas

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Implementing CSR Instruction

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Implementation Stages

Model ⇨ *Teach Strategies* ⇨

⇨ *Teach Roles* ⇨ *Monitor Groups*

Role of the Teacher

Teacher-directed
Whole group

Teacher-facilitated
CL group

Student Involvement

Limited
Whole group

Active
CL group

CL = cooperative learning

Modeling CSR Strategy

Teacher...

- models the four strategies using a sample passage with the whole class
- uses "think aloud" when modeling the strategies
- repeats process two to three days when first introducing CSR

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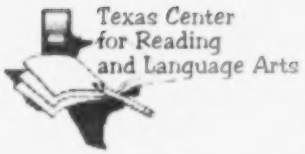
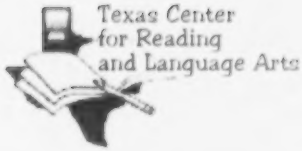


Teaching the Strategies

Teacher...

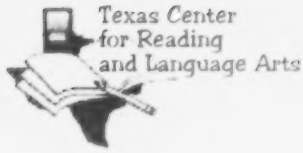
- works with the whole class through a passage, paragraph by paragraph
- asks students to discuss their ideas with their neighbor
- asks some students to share their ideas with the whole class
- repeats process two to three days



Teaching the Roles

Teacher...

- assigns students to their groups
- assigns roles to students
- reviews role assignments using cue sheets
- prompts students to implement tasks for their roles
- repeats process two to three days



Monitoring Cooperative Learning Groups

Teacher...

- discusses rules for working cooperatively
- assigns the reading passage and has students begin CSR
- reminds students about role responsibilities
- circulates and provides assistance for behavior, "clunks", "gists," and so forth

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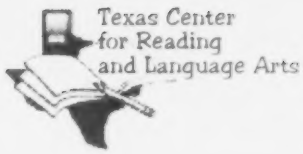
Evaluating CSR Instruction



Evaluating CSR Instruction

Provides follow-up activities to reinforce and evaluate student learning.

Example of follow-up activities:

- **Quizzes from student-generated questions**
- **Essays**
- **Portfolios**
- **Presentations**
- **Visual representations**

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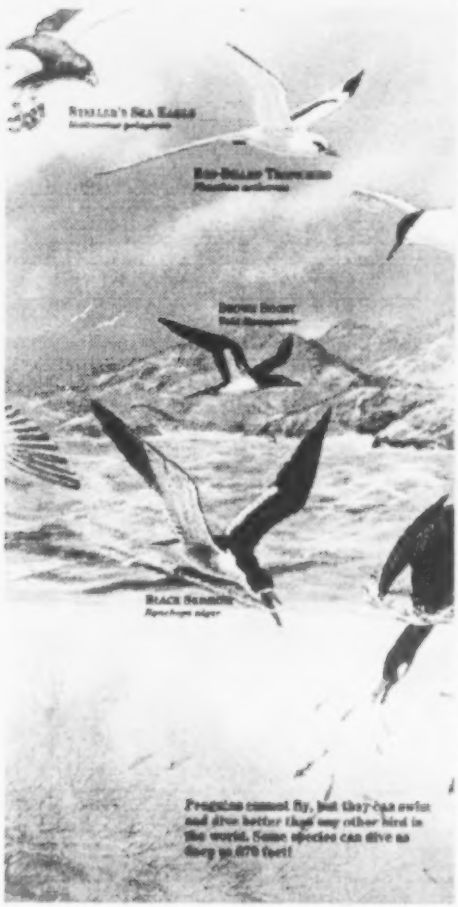
4. Handouts

Q - Matrix

	Event	Situation	Choice	Person	Reason	Means
Present	1 What Is?	2 Where/ When Is?	3 Which Is?	4 Who Is?	5 Why Is?	6 How Is?
Past	7 What Did?	8 Where/ When Did?	9 Which Did?	10 Who Did?	11 Why Did?	12 How Did?
Possibility	13 What Can?	14 Where/ When Can?	15 Which Can?	16 Who Can?	17 Why Can?	18 How Can?
Probability	19 What Would?	20 Where/ When Would?	21 Which Would?	22 Who Would?	23 Why Would?	24 How Would?
Prediction	25 What Will?	26 Where/ When Will?	27 Which Will?	28 Who Will?	29 Why Will?	30 How Will?
Imagination	31 What Might?	32 Where/ When Might?	33 Which Might?	34 Who Might?	35 Why Might?	36 How Might?

Contributed by: Dr. Suzanne Robinson, The University of Kansas.

SEABIRDS


Steller's Sea Eagle
Red-Billed Tropicbird
Brown Booby
Black Skimmer
Frigates cannot fly, but they can swim and dive better than any other bird in the world. Some species can dive as deep as 470 feet!

A seabird is any bird that spends most of its time at sea and depends on the sea and its islands for all its basic needs. The sea provides food, and its remote islands and rocky outcroppings provide safe nesting and resting places. For 60 million years, these highly specialized and diverse birds have adapted to life on the world's vast oceans.

Most of the 8,600 species of birds worldwide spend their lives in the air and on land. Only 260 or so of those species live in the air and on the sea. The differing habitats of deserts, mountains and tropics are obvious for birds that are at home on land. But the sea is subtle. It may look like endless, unchanging ocean, but it offers a variety of habitats. Seabirds live in polar waters, equatorial waters, areas of cold water currents, upwellings, and other places where the water is turbulent and they find the most food. Fish feed in these areas because the turbulence, or motion of water, stirs the nutritive brew that promotes a rich growth of plankton. Fish feed on plankton, and seabirds eat a lot of fish.

Seabirds share a life at sea, but they have adapted to it in widely different ways. Some fly for months at a time, others can't fly at all. Some come ashore only to nest, others come ashore each night to roost. Most have waterproof plumage, some do not. None walk well because they are not adapted to life on land.

One particularly skilled seabird can't even swim! The frigatebird can only fly and perch, but its acrobatics in the air win it all the food it wants. It is an aerial pirate, chasing, attacking, and stealing food from other birds. It gets its name from the frigates or man-of-war ships sailed by pirates.

Life at sea seems healthy for the specially adapted seabirds. They have far longer lifespans than most birds. Depending on the species, seabirds can live to be 30, 40, or 50 years old. Only since people began to invade their remote islands and introduce predators, have some seabirds become endangered.

Source: Wildlife Education, Ltd., ZOOBOOKS 1(27), April 1995
9820 Willow Creek Road, Suite 300, San Diego, Ca. 92131

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CSR LEADER'S CUE SHEET

BEFORE READING	DURING READING	AFTER READING
PREVIEW: S: We know that today's topic is_____. S: Let's brainstorm and write everything we already know about the topic in our Learning Logs. S: Announcer, please call on people to share their best ideas. S: Now let's predict and write everything we think we might learn about from reading today. S: Announcer, please call on people to share their best ideas.	**READ:** S: Who would like to read the next section? Announcer, please call on someone to read. **CLICK AND CLUNK:** S: Did everyone understand what we read? If you did not, please write your clunks in your learning log. S: (if someone has a clunk): Announcer, please call on someone to say their clunk. S: (if someone has a clunk): Clunk Expert, please help us out. **GET THE GIST:** S: What is the most important idea we have learned about the topic so far? Everyone think of the gist. S: Announcer, please call on someone to share their answer. S: Does everyone agree with that idea? S: Now we will go around the group and each say the gist in our own words. GO BACK AND DO ALL OF THE STEPS ON THIS PAGE OVER EACH SECTION	**WRAP UP:** S: Now let's think of some questions to check if we really understood what we read. Everyone write your questions in your Learning Log. Remember to start your questions with who, when, what, where, why, or how. S: Announcer, please call on people to share their best questions. S: In our Learning Logs, let's write down as many statements as we can about what we learned. COMPLIMENTS AND SUGGESTIONS: S: The Encourager has been watching carefully and will now tell us two things we did really well as a group today. S: Is there anything anyone can think of that would help us do even better next time?

Implementation Tips for Collaborative Strategic Reading (CSR)

Selecting Reading Samples
- Textbooks
- Textbook Supplements
- Authentic Materials (magazines for students)

Preparing CSR Materials
- Student Folders
- Learning Logs and Clunk Cards
- Cue Sheets for Student Roles
- Cooperative Group Checklists

Implementing Cooperative Learning Groups
- Keep the same groups for several weeks
- Review working in groups
- Reteach expectations
- Start with partners and slowly work up to groups
- Monitor, circulate, and reward correct behaviors

Teaching Cooperative Learning Roles
- Assign everyone a job
- Color-code cue sheets and job cards
- Have one person responsible for selecting and retrieving materials
- Have students practice their role for several weeks

Finding a Spot to Start CSR
- Preteach vocabulary in a passage
- Introduce a topic
- Read a portion or all of a lesson
- Use current events

Starting Early
- Start at the beginning of the year
- Model CSR during the first reading assignment
- Provide whole group practice before CL groups

Timing is the Key: You Be the Judge

- 20 to 40 minutes of classtime
- 2 to 3 times weekly
- Once weekly for test/quiz preparation

Evaluating with Follow Up Activities

- Clunk Chains
- Graphic Organizers
- Venn Diagrams
- 5 W's
- Semantic Webs

Source: These implementation tips are from Johnnie Harris and Susan Dubol who implemented Partner Reading with their 6th grade students at Webb Middle School in Austin.

- Vignette 1 -
Enhancing Reading Comprehension for Secondary Students: Collaborative Strategic Reading

TEKS:

(6.10; 7.10; 8.10) Reading/comprehension
(6.6; 7.6; 8.6) Reading /word identification
(6.9; 7.9; 8.9) Reading/vocabulary development
(6.11; 7.11; 8.11) Reading/literacy response

Context:

Collaborative Strategic Reading (CSR) was a favorite reading comprehension strategy for sixth grade teachers and students at Webb Middle School in Austin. The CSR strategy was implemented by Grace Brewster, Johnnie Harris, Jeff Roberts, and LaMetra Williams over a period of four months during the 1997-1998 school year. Teachers worked together as a team incorporating the CRS strategies into content areas including: social studies, science, and language arts.

Designing Instruction-Getting Ready:

CSR requires approximately 40 minutes to an hour to implement. It can be used in content area classes two to four times a week depending on the content being studied and how the teacher chooses to have students interact with the material. CSR is designed to be used with expository text found in social studies, science, or other content area textbooks. Additionally, "authentic" reading materials such as the Weekly Reader and Scholastic Magazine can used with CSR. Students need: (1) individual copies of reading materials, (2) CSR Cue Sheets that outline group roles to be followed in cooperative learning groups, and (3) Learning Logs to help students keep track of their vocabulary words and comprehension summaries.

Implementing the Instruction-The Lesson:

I am teaching a social studies unit on ancient world cultures over a two week period. I am using the CSR strategies to help students read and understand material about ancient world cultures. Through reading and group discussions, students develop a better understanding of the content discussed in their textbook.

Before we begin the day's lesson, I remind the class briefly about the CSR cooperative learning roles. I have used cooperative learning with my students all year so they understand the purpose of working in groups and the importance of completing the responsibilities assigned to their role. We have discussed appropriate cooperative learning behaviors all year and the expectation for

implementing the behaviors in group work. To begin, I review the CSR strategies (preview, click and clunk, get the gist, wrap up) for about five minutes and reinforce the importance of good reading comprehension skills when reading social studies materials.

My students are assigned to groups of six. Each person in the group has a role. In group #1, Donny is the 'leader' today. He will lead his group in discussing the reading material and using the CSR strategies. Leroy is the 'clunk expert.' His role is to remind the group about the ways to figure out a difficult word or concept (clunks). Fely, the 'announcer,' calls on different people to read or share their ideas. She also makes sure that everyone is participating and not speaking at the same time. Andres is the 'encourager.' He is responsible for praising all members for their cooperation and behaviors. Carla is the 'reporter.' She will speak to the class about her group's findings during the 'wrap up.' She will also share any favorite questions or comments with the class. Mary is the 'time keeper.' She tells her group when it is time to move on to other CSR strategies. She makes sure that her group stays on task according to the time allotted during the class period.

Each group has the leader pick up folders with the materials needed to complete the assignment. Donny gives each person the materials they are responsible for according to their roles. He has a 'CSR leader's cue sheet' for himself. He hands everyone a 'learning log' and asks everyone to open their textbooks to page 134 to a passage titled, Ancient Civilizations in Latin and Central America.

As I look around the room, all groups are 'previewing' the passage. They brainstorm what they already know about ancient civilizations. Then, they examine the reading passage to find clues that help them make predictions about the content of the reading. In group #1, Fely, the announcer, calls on people to share their best ideas.

Mary is called on, "Well I think that there were ancient civilizations who lived in Peru and Columbia because the pictures on these pages are of people in Peru and Columbia." "Yea, and Mexico too because there is a word in bold that says Mexico," replies Carla.

Fely now calls on group members to read. Students take turns reading a paragraph. They click along (understanding the material) but when they come to a clunk (word or sentence they don't understand) the clunk expert helps out. While they are reading there are a few clunks that I observe all group members writing down. Donny raises his hand and has a question for me. "We still can't figure out this word. It has come up twice and we think it is maybe a name."

"Maya" is the word that the group is stuck on; this is a clunk. They know that this word and other words that are bold faced will give them hints about the main ideas of the reading passage.

"Wait, that's my job. I'm the clunk expert," says Leroy. "Does anyone know how to figure out this word?" Leroy goes through the clunk fix-up strategies with the group to try to figure out the meaning of the word.

The group works through the fix-up strategies and Carla says, "Oh, that is what 'Maya' means; it's the name of a bunch of people. They were an ancient civilization in Mexico. And those pictures are of their ceramics and crafts. See, do you guys understand?" "Right," Leroy says. "If the people from Peru are called 'Incas,' then the people from Mexico are called 'Aztec' and 'Mayas.' So 'Maya' is just the name of the ancient civilization."

Mary reminds everyone that they can write a good gist now that they understand the vocabulary better. All members of group #1 write the word 'MAYA' down on their learning log. After a paragraph is read, students work together on getting the gist and writing it down on their log. Mary tells her group they have to move on and think hard so that they have time to discuss the gist and do a wrap up.

I walk around the room and monitor other groups' progress. All groups are reading, writing, and discussing the passage.

Everyone in the group thinks of a gist after they read each paragraph or section. I find this particularly useful because students have to summarize the information by finding the main idea and putting into their own words the most important information in the paragraph or section. It helps them add on to previous ideas because they are using critical thinking skills throughout the entire lesson.

Students in group #1 generate the following gists after reading the paragraphs:

> "People still study the artifacts and languages from ancient civilizations."
> "Some people today still speak Mayan, an ancient language."
> "Ancient civilizations had a lot of gold and arts and crafts."
> "The Inca, the Aztec, and the Maya are part of Hispanic history."

Now the students move to the next CSR strategy: 'wrap up.' They know that they need to come up with questions about their reading. The students like to use "who," "what," "where," "why," "when," and "how" to figure out questions.

Group #1 wants to share their 'wrap up' questions and answers with me. They are excited about their work, and I am pleased with their ability to work together as a group, follow directions, and generate stimulating ideas from the passage. I find that CSR helps students participate, regardless of their individual reading levels.

I remind my students to identify questions that they think I would ask on a test. Often their questions are so good, I use some of them on the test. Group #1 showed me the following wrap up questions that their group came up with:

"Where can you find artifacts from ancient civilizations today?"
"What are some of the indigenous languages from ancient civilizations?"
"Where did Central American Indians live?"
"What did people who lived in ancient civilizations do for fun and eat for dinner?"
"Are there still members of the Incas and the Mayas living today?"
"How would an ancient civilization fit into society today?"

The encourager, Andres, tells everyone that they worked well together as a team. The groups are eager to share their favorite questions with the whole class.

I have grown very fond of this strategy because it is helping so many of my students. I feel confident that all of them learned something about ancient world cultures today. CSR enables me to see first hand that students are learning new vocabulary words and using their new vocabulary words in a sentence. When the students 'get the gist' of the individual paragraphs, I am able to conclude that the students are understanding new and important information from their social studies textbook. It is not often that I find a strategy that is so beneficial for most of the students in my class.

Evaluating the Lesson:

At the end of the week, I collect all the 'learning logs.' I look to see if there are any similarities in the vocabulary that is difficult for the students (clunks). If certain words continually come up, I conduct more formal class vocabulary lessons with these words. I have found that 'learning logs' are a good way for me to evaluate learning, and they are superb study guides for the students.

- Vignette 2 -
Enhancing Reading Comprehension for Secondary Students: Collaborative Strategic Reading

TEKS:

(6.10; 7.10; 8.10) Reading/comprehension
(6.6; 7.6; 8.6) Reading /word identification
(6.9; 7.9; 8.9) Reading/vocabulary development
(6.11; 7.11; 8.11) Reading/literacy response

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Implementing the Instruction--The Lesson:

I am the History teacher. This week we began our unit on Greece and Greek Myths. To introduce this unit, I am using the CSR strategies to generate interest and aid students with their reading comprehension.

I have copied an article for the lesson I found in our school library. Students in my class have their own CSR folders. Before the students enter the room, I have their folders on their desks so they are ready to learn as soon as they come into the classroom.

Students' roles are assigned and everyone has a responsibility. This is one of the components of CSR that I find to be most helpful. It has been my experience that

students tend to pay attention to the lesson and learn more when they have ownership and are involved in group activities.

I always start CSR by reminding the students about the CSR roles (Leader, Clunk Expert, Announcer, Encourager, Reporter, Time Keeper) and discuss the importance of cooperative learning. I also briefly review the CSR strategies (preview, click and clunk, get the gist, wrap up). Once I am finished reviewing the strategies, the students begin previewing the article.

I tell the students that previewing the article is just like going to the movies and seeing a movie preview. My students enjoy this analogy. They are much more inclined to look through their reading materials for cues as a result of being taught the preview strategy from CSR.

After the students preview the text, I observe groups of students taking turns, reading passages, and discussing the article. Most students have just finished reading information about the Greek myth of Prometheus. The article explains that the myth of Promotheus was a favorite among the Greeks. It emphasizes that to the Greeks, Prometheus was a great hero.

The article implies that to the Greeks the men in other countries were all barbarians and that the Greeks thought of themselves as very different from barbarians. The Greeks felt they were special. They felt like men who had been given the gift of Prometheus.

As I walk around the room, I hear all kinds of thought-provoking questions being asked:

"What does barbarian mean?"
"Was Prometheus a person?"
"Where is Greece?"
"Why did the Greeks think they were very special?"

The group discussions initiated by the students seem to help them figure out meaningful information on their own. I have often been surprised by the stimulating conversations I hear as I walk around the room.

Students continue to take turns reading, discovering new vocabulary, and discussing the article. Every so often, a student gets caught on a 'clunk.' This is where they find a word that is either new or difficult, and they use the clunk strategies to help them discover the meaning. 'Clunks' are written down on 'learning logs' and students use clues from the paragraph they are reading or previous paragraphs to help them figure out the word. The 'clunk expert' also has 'cue cards' that offer students a variety of ways to figure out the 'clunks.' The 'learning logs' have been excellent vocabulary study guides for the students. We have often referred back to them to generate unit vocabulary lists that we post around the room.

Once they have finished reading the paragraphs they have read, they 'get the gist.' This involves every member of the group thinking of the most important idea from the topic that has been learned and summarizing it or restating it in their own words.

Then, the groups conduct a 'wrap up.' 'Wrap up' is where the students put all of their gists and discoveries together and give an overall group summary of the article. Most groups have very different wrap ups. This reflects the diversity and individuality of my students. By the end of the class, my students are yearning for more Greek history. 'Wrap Up' questions include:

"Would it be easier for the Greeks to travel by land or by sea?"
"Is Greece mostly covered by mountains or lowlands?"
"What does Greece have to do with the Olympics?"
"Why was the sea such an important part of Greek myths?"
"What other countries have a Mediterranean climate?"

In this class, it is very apparent that learning is taking place. All students are working together in cooperative groups; students are referring to their 'learning logs' for information when they talk to each other about the article; and 'wrap up' questions are interesting as well as relevant to the article the students just read.

It gives me great pleasure when students discover interests in areas that they never would have thought would be fun to learn. After the CSR introduction, I had to promise my students that we would talk more about Greece and Greek gods tomorrow.

Evaluating the Lesson:

I evaluate student learning throughout the period by looking at individual 'learning logs' and listening to group discussions. Sometimes, I ask individual group members to report the 'clunks' from their group. I usually give a quiz when I finish a reading or a group of readings that focus on the same subject. I develop my vocabulary questions and comprehension questions directly from the 'learning logs.' This motivates students to come up with exciting comprehension questions because they want to get their words and questions on the quiz.

Learning Log

Name _____ Date _____

Predict: What do you think you will learn by reading this passage?

Clunks:	**The Gist:**
Please list your Clunks	Write the Gist of the section you read.

Wrap Up:
What was the entire passage about?

Questions:
Please write questions you may have for your classmates.

Semantic Mapping

The basic idea is to place vocabulary words or terms into a graphic form with clusters of words that represent the way that semantic information is organized in one's memory. The main topic is at the center with the related concepts and words radiating outward from it.

1. Put the word on the chalkboard or overhead.
2. Ask students to think of other words that are related to or associated with the word.
3. Write these words and group them in broad categories.
4. Have students label each category.
5. Have students then produce their own map or graphic organizer for the word and the newly developed categories.
6. Conclude the session with a discussion of the vocabulary word, the related words, categories, and the interrelationships between these elements.

Semantic Feature Analysis

1. Present a grid or matrix: a set of related words is placed on one axis and a list of features (attributes) that each word may or may not have is placed on the other axis. Helps students to see the many dimensions of meaning that may be associated with a particular word and the relationships among key concepts or words.
2. Students insert + or - indicating whether the word has that feature or attribute. A plus (+) signals a positive relationship between a word and a feature or attribute. A minus (-) means a negative relationship or nonexistent feature or attribute.
3. Discussion throughout the procedure is a powerful factor that helps students process the in-depth meaning of and relationships between words.
4. In the beginning, it is helpful to show students a completed grid or matrix and discuss why + or - were inserted.
5. Later, a partially completed grid may be used without the pluses and minuses, and students are asked to insert them.
6. Then, students can add to a partial list of words and attributes before filling in the pluses and minuses.
7. Finally, students can create their own grids for sets of related words.

Keyword Method

Teach a **keyword** for each vocabulary word. A **keyword** is a word that sounds somewhat like a part of a new vocabulary word and can be easily pictured.

Step One:

Recode by thinking of a familiar, similar sounding word (keyword) for the new unfamiliar vocabulary word

New Unfamiliar Word:	I. Nomad	II. Glacier
Keyword:	Nordic Track	Glitter

Step Two:

Relate the keyword to the definition/meaning by forming a visual image or drawing a picture

I. **Nordic Track:** Visualize a person walking on the exercise machine.
II. **Glitter:** Visualize glitter shimmering on masks moving slowly in a Mardi Gras parade.

Step Three:

Retrieve by thinking back to the keyword and the visual image or picture.

I. Nomad
- First, think of keyword: "Nordic track."
- Then, think of person walking on the exercise machine.
- Finally, retrieve the definition: nomad means people moving from place to place searching for food.

II. Glacier
- First, think of keyword: "glitter."
- Then, think of glitter shimmering on masks moving slowly in a Mardi Gras parade.
- Finally, retrieve the definition: glacier means massive sheets of slowly moving ice.

K-W-L Procedure

1. Students brainstorm everything they **Know** about a topic and then categorize their knowledge by listing it on a K-W-L chart under **What I Know.**
2. Students generate a list of questions about what they **Want to Know** and anticipate learning from reading the text and write these questions under **What I Want to Know.** Additional questions may be written as students read.
3. After reading, students summarize what they have **Learned** by listing the information under **What I Learned.**

K	W	L

Questions to Ask Before, During and After Reading:

Before:

1. What is my purpose for reading?
2. What do I already know about this topic?
3. What do I think I will learn about this topic?
4. What are my predictions?

During:

1. Does what I am reading make sense?
2. Is this what I expected? Should I revise my predictions or suspend judgment until later?
3. How are the important points related to one another? What parts are similar and/or different?
4. What can I do to increase my understanding? Should I read on, reread, or stop and use a fix-up strategy?

After:

1. What were the most important points?
2. Which sections support these points?
3. What is my opinion? How do I feel? Do I agree or disagree?
4. What new information did I learn?
5. Should I reread for better understanding? Are there other strategies that I should use?

5. Appendices

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